



AGENDA CHARTER AUTHORIZING PANEL

October 14, 2015

Arkansas Department of Education

ADE Auditorium

8:30 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: Deborah Coffman

Report-2 Update on Charter Application Cycles

Presenter: Mary Perry

Report-3 Warren Middle School Gifted and Talented Services Report

On July 15, 2015, the Charter Authorizing Panel approved an amendment allowing Warren Middle School to change its Gifted and Talented Program, provided that, by October 1, 2015, the charter submit a plan to the Arkansas Department of Education Gifted and Talented Office. The information submitted by the charter and the approval from Gifted and Talented Coordinator Dr. Mary Kathryn Stein are provided for review.

Presenter: Dr. Mary Katherine Stein

Consent Agenda

C-1 Minutes-July 15, 2015

Presenter: Alexandra Boyd

C-2 Arkansas Arts Academy Report

During the renewal hearing, held on February 18, 2015, the Charter Authorizing Panel requested that Arkansas Arts Academy submit a report for the October 2015 Panel consent agenda about the elementary program with specific information about the math and literacy curriculum. The report presented is in response to the Panel request.

Presenter: Alexandra Boyd

Action Agenda

A-1 Hearing of Open-Enrollment Public Charter School Application: Arkansas Connections Academy, Bentonville, Arkansas

Arkansas Connections Academy is a proposed virtual, open-enrollment public charter school to be located within the Bentonville School District. The sponsoring entity is Arkansas Connections Academy, Inc. The applicant is requesting to serve students in grades K-12 with a maximum enrollment of 3,000, beginning in the 2016-2017 school year. The applicant has notified affected districts of this proposed public charter school.

ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd and Mary Perry

A-2 Hearing of Open-Enrollment Public Charter School Application: Friendship Aspire Academy, Little Rock, Arkansas

Friendship Aspire Academy is a proposed open-enrollment public charter school to be located within the Little Rock School District. The sponsoring entity is Friendship Education Foundation. The applicant is requesting to serve students in grades K-8 with a maximum enrollment of 450, beginning in the 2016-2017 school year. The applicant has notified affected districts of this proposed public charter school.

ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd and Mary Perry

A-3 Hearing of Open-Enrollment Public Charter School Application: Friendship Lead Academy, Little Rock, Arkansas

Friendship Lead Academy is a proposed open-enrollment public charter school to be located within the Little Rock School District. The sponsoring entity is Friendship Education Foundation. The applicant is requesting to serve students in grades K-8 with a maximum enrollment of 450, beginning in the 2017-2018 school year. The applicant has notified affected districts of this proposed public charter school.

ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd and Mary Perry

A-4 Hearing of Open-Enrollment Public Charter School Application: Future School of Fort Smith, Fort Smith, Arkansas

Future School of Fort Smith is a proposed open-enrollment public charter school to be located within the Fort Smith School District. The sponsoring entity is Future School. The applicant is requesting to serve students in grades 10-12 with a maximum enrollment of 450, beginning in the 2016-2017 school year. The applicant has notified affected districts of this proposed public charter school.

ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd and Mary Perry

A-5 Hearing of Open-Enrollment Public Charter School Application: Redfield Tri-County Charter School, Redfield, Arkansas

Redfield Tri-County Charter School is a proposed open-enrollment public charter school to be located within the White Hall School District. The sponsoring entity is Redfield Tri-County Charter School. The applicant is requesting to serve students in grades 5-12 with a maximum enrollment of 400, beginning in the 2016-2017 school year. The applicant has notified affected districts of this proposed public charter school.

ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd and Mary Perry

**Minutes
Charter Authorizing Panel
Wednesday, July 15, 2015**

The Charter Authorizing Panel met on Wednesday, July 15, 2015, in the board room of the Pulaski County Special School District building. Deborah Coffman, Chair, called the meeting to order at 8:30 a.m.

Present: Deborah Coffman, Chair; Dr. Debbie Jones, Vice Chair; Dr. Mark Gotcher; Bobby Lester; Jennifer Liwo; Ivy Pfeffer; Greg Rogers; and Dr. Eric Saunders

Absent: Annette Barnes

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.org/about-ade/charter-authorizing-panel/minutes/archive/2015>

Reports

Report-1 Chair's Report

Ms. Coffman welcomed the members of the panel and the audience. After allowing the panel members to introduce themselves, she provided the audience with instructions pertinent to the proceedings. Ms. Coffman asked the panel members if they had reports to share.

In response, Dr. Saunders commented on his and Ms. Coffman's recent attendance at the National Charter School Conference, where he learned of the various authorizing methods from across the nation.

Dr. Jones mentioned the work being done by staff in the Charter Unit.

Ms. Coffman stated that a number of the Panel members and State Board of Education members will attend the National Association of Charter School Authorizers Leadership Conference in October.

Report-2 Update on Current Charter Application Cycles

Mary Perry provided an update on the Department's work with charter applicants and reminded the Panel that they will be hearing the charter applicants at the next Panel meeting.

Report-3 Update on the Arkansas Charter School Program Grant Application to the U.S. Department of Education

Ms. Perry provided an update on the progress of the grant application, explaining how the new grant application differs from the previous application.

Report-4 Ozark Montessori Academy Budget Report

Dr. Christine Silano, Superintendent, and Rochelle Nichols, Director of Finance, presented the Panel with a five-year budget prepared by the Ozark Montessori Academy in response to a previous request of the Panel.

A question and answer period followed.

Dr. Saunders expressed his concern for a lack in funding for technology.

Consent Agenda

C-1 Minutes – April 15, 2015

It was moved by Dr. Jones, seconded by Dr. Saunders and carried unanimously to approve the minutes with minor revisions noted by Ms. Perry.

Action Agenda

A-1 2015 Charter Authorizing Meeting Dates

Ms. Perry presented the Panel with the proposed meeting dates.

A question and answer period followed.

It was moved by Dr. Jones, seconded by Dr. Gotcher, and carried unanimously to approve the proposed meeting dates.

A-2 2015 Charter Application Timelines

Ms. Perry presented the Panel with the proposed application timelines for schools scheduled to open in 2017-2018.

A question and answer period followed.

It was moved by Dr. Jones, seconded by Dr. Saunders, and carried unanimously to approve the proposed application timelines.

A-3 Revisions to the Charter Amendment Request Form

Ms. Perry presented the Panel with the proposed revisions to the Charter Amendment Request Form.

A question and answer period followed.

It was moved by Ms. Pfeffer, seconded by Dr. Gotcher, and carried unanimously to approve the revisions to the Charter Amendment Request Form.

A-4 Request for District Conversion Public Charter School Amendment: Blytheville High School – A New Tech School

This request was withdrawn prior to the hearing.

A-5 Request for Open-Enrollment Public Charter School Amendment: KIPP Delta Public Schools

This request was withdrawn prior to the hearing.

A-6 Request for District Conversion Public Charter School Amendment: Lincoln High School New Tech

Deon Birkes, Assistant Principal, and Tammy Brown, Project Lead Teacher, presented the Panel with Lincoln High School's request to amend the charter by removing the school's affiliation with New Tech.

A question and answer period followed.

It was moved by Dr. Saunders, seconded by Dr. Jones, and carried unanimously to approve the amendment.

A-7 Request for Open-Enrollment Public Charter School Amendment: Ozark Montessori Academy

Director Dr. Christine Silano presented the Panel with Ozark Montessori Academy's request to amend the charter by increasing the first year enrollment cap by 20 students, from 120 to 140. She stated that this would not increase the charter's overall enrollment cap,

Monica Roughton, a parent of one enrolled student and one waitlist student, explained how the cap increase would benefit her family and others in the community.

A question and answer period followed.

It was moved by Dr. Gotcher, seconded by Ms. Pfeffer, and carried unanimously to approve the amendment.

A-8 Request for District Conversion Public Charter School Amendment: Pea Ridge Manufacturing and Business Academy

Director Charley Clark presented the Panel with Pea Ridge Manufacturing and Business Academy's request to amend the charter through a waiver of Section 16.02.3 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. He assured the Panel that the total number of students served by the media specialist will comply with rules.

A question and answer period followed.

It was moved by Ms. Pfeffer, seconded by Dr. Jones, and carried unanimously to approve the amendment.

A-9 Request for District Conversion Public Charter School Amendment: Warren Middle School a Conversion Charter

Rhonda Williams, Gifted and Talented (G/T) Coordinator and Instructor, and Kathy Cornish, Middle School Principal, presented the Panel with Warren Middle School's amendment request to alter the method of providing gifted and talented (G/T) services.

A question and answer period followed.

It was moved by Dr. Gotcher, seconded by Dr. Saunders and carried unanimously to approve the amendment with the provision that, on or by October 1, 2015, the district submits a detailed plan to the Arkansas Department of Education (ADE) G/T Office explaining the programs and services for students, with implementation to be monitored by ADE G/T staff.

Adjournment

The meeting adjourned at 11:27 a.m.

Minutes recorded by Alexandra Boyd.



ARKANSAS DEPARTMENT OF EDUCATION

February 19, 2015

Tony Wood
Commissioner

State Board
of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Mary Ley
1110 W. Poplar Street, Suite A
Rogers, Arkansas 72756

RE: Notice of Charter Authorizing Panel Hearing Decision
Arkansas Arts Academy

Dear Ms. Ley:

On February 18, 2015, the Charter Authorizing Panel met and approved the renewal application for Arkansas Arts Academy for a period of 3 years, with amendments to the waivers requested and with an additional requirement for Arkansas Arts Academy to return in October 2015 with a consent report for the Charter Authorizing Panel regarding the following areas:

- A curriculum plan for Math and Literacy
- A plan for how the Math and Literacy outcomes will be measured
- A plan for additional elementary education staffing expertise

Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Tuesday, February 24, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on March 12, 2015. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on March 12, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

Charter Authorizing Panel Consent Report**Arkansas Arts Academy****2015-2016****CURRICULUM PLAN FOR MATH & LITERACY**

Arkansas Arts Academy K-8 will use Common Core for English Language arts and math instruction. Teachers will use the state curriculum frameworks for ADE approved ELA and Math Instruction. Using the Common Core state standards, teachers will integrate arts utilizing the A+ eight essentials of Arts, Curriculum, Experiential Learning, Multiple Learning Pathways, Enriched Assessment, Collaboration, Infrastructure and Climate. Annually, staff will attend a week long training conducted by At+ Fellows to integrate best practices, learn new strategies and go deeper in their understanding of how to increase student achievement by employing the eight essentials in their daily practice.

Teachers will work collaboratively in teams and across grade levels to develop curriculum maps for each subject area. Student work samples/anchor papers will be collected to help facilitate discussion during staff meetings on grade level work and tools to increase student learning. Grade level PLC's will serve to help identify gaps in student achievement and develop plans to support students requiring intervention. A rigorous staff development calendar will focus on student assessment, engagement and instruction.

The school leadership team which is comprised of a teacher representative from each grade level and/or specials, will meet weekly to develop plans, review progress using MAP scores, teacher reports, student assessments, student work samples and other math , reading data as applicable. Leadership team notes will be shared with staff and used for further discussion and site-based decision making regarding needed materials and supplies as well as RTI supports. The leadership team, under the direction of the building administrator will also make critical budgeting decisions regarding expenditures and purchases for curriculum related materials. Team leads will meet weekly to discuss curriculum maps, programming needs, assessment, RTI, curriculum and student achievement.

A PLAN FOR HOW MATH & LITERACY OUTCOMES WILL BE MEASURED

To ensure that all teachers are using the Common Core State Standards and student achievement we will use frequent and proven assessment measures which include but are not limited to: Report Cards, quarterly assessments, QUALLS , Dibbles, NWEA MAP at the beginning, Middle and End of each year, Teacher assessments, STAR reading, Portfolios, State summative assessments and standardized tests, daily math and language exercises and monthly

data reports using MAP and computer based programs (i.e., Reading Eggs, Math Seeds, IXL Math and Language Arts, Accelerated Reader). Student assessment data will be used to identify students for Title I services and RTI.

This plan will be driven by our recently hired data specialist, Vera Deberg. She will drive instructional improvement through the use of this data. Vera DeBerg was hired to help facilitate and manage data and reports. Monthly data reporting and disaggregation meetings will be conducted to ensure positive outcomes. She is also responsible for training staff on how to use data to drive instruction. Mrs. DeBerg schedules tests and monitors all data from MAP, state assessments, grades, STAR testing, eSchool and teacher surveys. Ultimately, she is responsible for all data used for accountability and ACSIP planning and reporting.

Vera received her Master's degree in political science from the University of Arkansas in 2010. She has several years of experience teaching courses in American government and international relations at the University of Arkansas as well as NWACC. While her research background is in political science, Vera developed an interest in K-12 education during her time as a Montessori teacher. Since this time, she has studied econometrics and education policy, in addition to conducting research in various areas of education policy. Her research experience in education policy includes the area of school choice and racial segregation, but her primary focus includes measurement and teacher quality, specifically through the use of data on student academic achievement and data collected through student surveys.

In order to move academic achievement forward and to bring national status to Arkansas Arts Academy, the new Data Specialist will focus on the following:

1. Growth, differentiation, and proper comparisons - Far too often when schools report the academic performance of their students to the general public (i.e. on a school report card) they only communicate aggregate levels of performance. Tracking student achievement growth over time provides a bigger picture and better illustrates school performance than, for example, an aggregate data point that "65% of the students scored proficient or above on the Arkansas benchmark exam in mathematics." It is also important that academic performance is communicated to parents and community stakeholders in a differentiated way that places performance in a comparative context. For example, while 65% of all students may be performing at the proficient level in math, maybe 80% of FRL-eligible or at-risk students are performing at the proficient level (clearly, in this example, the school is doing a great job at educating and serving the very students who are likely to score below proficient on standardized exams). She will communicate this performance by comparing it to that of schools that enroll a similar student body. In the previous 65% proficient example, it is likely that a parent will see this figure and think that there is still considerable need for improvement. But if schools that are similar to the 65% proficient school have proficiency rates between 40-50%, it is good to communicate relative performance so parents and community stakeholders are less likely to judge and more likely to view the data in a positive light.

2. NWEA Map Assessments – Ms. DeBerg favors this formative assessment. One thing she will be doing is working closely with teachers and parents so that they not only utilize the information that these assessments provide, but also understand what the numbers mean. Boosting achievement requires extra work and effort of both teachers and parents. The information collected on students that complete the Map assessments will be used to create a holistic plan, where the teacher and the parents participate in developing the goals and specific practices (in the classroom and at home) that can help to increase the achievement of each individual student. The NWEA Map assessments are beneficial in guiding this process.

3. Teacher Evaluation - While classroom performance on standardized tests tells a lot about how well a teacher is doing when it comes to educating his or her students, it is still good to measure teacher quality with different tools. The new Data Specialist will assist staff in the [Danielson Framework](#). She feels this is a great tool that should be used in principal evaluations of teachers, and will provide teachers with performance feedback that is consistent over time. We use this framework now but with her assistance use it with more depth and understanding. In addition to this, she will develop a student survey that will also provide us with measures of teacher performance. When students believe that the teacher has high levels of classroom management they are more likely to be happy and work harder at academic improvement. Additionally, while a principal evaluation can help provide valuable feedback to teachers on their classroom performance, students are first-hand witnesses of teacher quality in the classroom and their opinions and suggestions are important in guiding the teacher to better serve their individual needs.

Data Technology/Instructional Specialist

Vera DeBerg was hired to help facilitate and manage data and reports. Monthly data reporting and disaggregation meetings will be conducted to ensure positive outcomes. She is also responsible for training staff on how to use data to drive instruction. Mrs. DeBerg schedules tests and monitors all data from MAP, state assessments, grades, STAR testing, eSchool and teacher surveys. Ultimately, she is responsible for all data used for accountability and ACSIP planning and reporting.

Child Study Team

A Child Study Team/RTI will be established to help plan and identify students in need of extra support. The RTI team will meet monthly or bi/weekly if needed to discuss student progress and share ideas on how to better serve students requiring intervention services. Students requiring tier two and tier three intervention services will be more closely monitored and possibly referred for special education testing if required. The Child Study Team will also serve as the referral team for special education services in the event that RTI is unsuccessful in meeting the student's academic needs.

A PLAN FOR ADDITIONAL ELEMENTARY EDUCATION STAFFING EXPERTISE

A school leadership team will serve to help identify the needs of the staff. Professional Development will be based on teacher self-assessments and informal observations. At the beginning of each year staff will receive necessary training in Bloom Board and TESS to better utilize resources available. All teachers will receive a copy of Enhancing Professional Practice, A Framework for Teaching, by Charlotte Danielson.

Teachers will be required to receive 60 hours of professional development by the District, 24 hours above what is required by the state. All teachers will receive professional development from A+ on Arts Integration. Additionally, through the partnership with Crystal Bridges teachers will be supported in the classroom by arts educators as needed and determined by their grade level teams. Intensive support in math and language arts will be provided through AIMES for Math, English and Science Staff. Elementary teachers will be strongly encouraged to attend CGI Math training.

Arkansas Arts Academy will strive to hire highly qualified teachers in every area and when not available ensure that teachers are working towards acquiring HQT status in state approved programs. All teachers will be evaluated using TESS. All new teachers will complete required AR-TESS Track 1 and be provided additional support to ensure success based on their teacher self-assessments and conferences with administration. A staff member from Arkansas Arts Academy will be selected to attend state and national conferences for Mathematics and Language Arts and share information at staff meetings and grade level meetings.

A newly reconstituted staff was the first step in ensuring additional elementary education staffing expertise. After a rigorous evaluation process in the spring of 2015 several staff members were non-renewed. All teachers that were hired have elementary education backgrounds and/or certifications. Several teachers have advanced degrees. A new building administrator and Instructional/data specialist were hired to help teachers in meeting high standards for classroom instruction. Remaining staff were reallocated for best use of talents and skills. The result is a more fine-tuned and focused teaching staff.

Two additional teacher's aides will be hired to assist in classrooms to help teachers better serve students.

Reading and Math Improvement Plan at a Glance

Language Arts & Math Assessment: Dibbles, Qualls, MAP, State Assessments, Star Testing, Teacher created pre-post tests, classroom assessments, grades	Inger Kent Vera DeBerg K-8 Classroom Teachers	As Needed or required QUARTERLTERLY, Weekly or Annually	Scores Reports Meeting Notes
Curriculum Mapping Grade Level Teams develop, adjust and provide reflections and evidence for Curriculum Maps for Reading & Math	Grade Level Teams	Weekly	Curriculum Map Binders Lesson Plans Grade Books and Report Cards Weekly Grade Level News Letters
Grade Level PLC's Meet weekly to discuss student progress	Leadership Team	Weekly	Meeting Notes Referrals IRI's and AIP's
MAP Testing	Vera DeBerg	Quarterly	Test Results Score Reports
Accelerated Reader Weekly Goals to support reading achievement. Students read books on their individual reading levels to help support growth.	Tricia Burns, Librarian Homeroom Teachers Middle School Language Arts Teachers	Weekly	Score Reports Award Programs Student Grades and Assessments
Computer Assisted Support Extra practice and providing information in a different format and also providing experience in testing ion computers. Programs to support language arts and math	Vera DeBerg Computer Lab Aides Grade Level Lead Teachers	Daily access to technology/iPads Weekly Computer Lab	Computer Usage reports Attendance Records Score Reports Student Grades and Teacher Feedback

Multi-Sensory Approach to Phonics instruction: Modern Curriculum Press Workbooks, Teachers attend trainings on best practices to help students acquire phonemic awareness skills and strategies.	Jaci Hardin, Dyslexia Support, Title I Grade/Team Leads	Daily	Student Grades Teacher Reports Assessment Results
RTI Process/ Title I Clearly defined process for supporting students in the classroom, at home and also providing after-school and parental support to increase student achievement.	Tamy Pershing, Lead Teacher Kim Fissousrouse, Sped Director Jana Harris, Jaci Hardin and Jenney Pafford	Monthly and/or bi-weekly as needed	RTI Calendar, Student Lists, Meeting Notes, Referral Recommendations, Agendas, Meeting Sign-In Sheets, Student Assessments, Parent Night notes,, Brochures and Teacher Notes
Student Awards and Incentives Weekly and monthly student recognition programs to improve school climate and increase student engagement.	Inger Kent Leadership Team Classroom Teachers	Classroom Daily School: weekly Blue Ticket Drawing Monthly Student of the month Quarterly for Academics	Student Awards/Certificates School Calendars Teacher Records Programs Attendance
Parent Communication Frequent and consistent parent communication provided on student progress and school programs	Inger Kent Leadership Team Classroom Teachers	Weekly-Administration Daily as needed Teacher/Parent Grade Level– Weekly Newsletter	Copies of Weekly Updates Copies of Teacher Newsletters Record of Teacher/Parent Communication Conference Attendance/Sign-In Sheets
Teacher Training/Evaluation Consistent and frequent use of Bloom-Board and meetings with teachers regarding goals .	Inger Kent Vera DeBerg, Data and Assessments Kim F., Special Education Tricia Burns, Accelerated Reader	Weekly Staff Meetings Monthly/as Needed	Professional Development Calendar Meeting Agendas Leadership Team Notes PLC Notes and Agendas
Student Engagement Strategies Weekly focus on student engagement strategies and suggestions to increase student achievement.	Inger Kent Leadership Team	Weekly Team PLC Meetings	Leadership Team Notes Weekly Parent Updates Photos and Bulletin Boards Teacher Plans

Inger Kent, Ed.S.

Arkansas Arts Academy K-8

March, 2015 –Present

ACCOMPLISHMENTS

- Hired and recruited 22 new staff members (2 new math and 1 new language arts at middle school level)
- Revised the Student Handbook
- School Leadership Team Established and functional
- Increased Parental Involvement and Engagement
- School enrollment up by 30 Students from last year
- Block Schedule for 5-8
- New schedule for K-4 with more arts programming and 1 ½ uninterrupted literacy block to start the day
- Instituted Building Wide-Student Incentives
- Created and Established Positive Behavior Expectations for K-8
- Established PTA
- Hired new Front Office Staff
- Purchased Phonics Materials for K-3
- Building Climate Improvements fewer office referrals and suspensions
- 90% of Staff members of PTA
- 90% of Parents attended Fall Conferences
- Weekly Parent Updates/Newsletters
- Instituted the use of Student Planners and Tuesday Folders Building wide
- Established Multi-Cultural Fridays for the school
- Student Recognition/ Awards and incentives
- Student of the Month
- Weekly Blue Ticket Winners for positive behavior or being kind to others
- Homeroom Moms for classrooms and parental engagement
- Parent Meeting/Information Nights
- Watch D.O.G.S. Program
- Building Facilities Improvements: New Façade, Painted Middle School
- New School Mascot/Logo
- Drop-off and Pick-up Procedures for safe and orderly dismissals
- School Fundraisers and Spirit Nights to help provide materials and supplies
- PLC's and Meeting times established for all teams
- A+ Training for all staff

- Strengthened Museum Partnership
- Curriculum Maps for K-8 developed and in use with work samples and anchor papers
- MAP Testing 3 times per year
- Accelerated Reader K-8 Kick-Off
- Star Reading Assessment
- IXL Computer Program for Math and Language Arts
- Reading Eggs and Math Seeds for K-2
- iPads for every students with apps selected by grade levels
- All K-8 visit the library once a week
- All K-8 visit computer lab once a week
- Staff recognition and awards
- Weekly staff and Leadership team meetings
- Established Carnegie Hall Link Up Program for music students grades 3-5
- Performance Schedules and expectations established
- Monthly School Assemblies
- School-wide Buddy reading program quarterly
- New instruments for music program
- Scholastic News and Science for K-8
- Field Trips and Artist in Residency programs quarterly for students and staff
- Arts Integration throughout school using A+ Model
- Acting Right Program implemented building wide
- Clearly defined and communicated RTI process and Special Education Referral Procedures
- Teacher grading expectations defined and monitored

Teacher/Staff Qualifications & Highlights

Rhonda Asencio

Bachelor of Arts in Elementary Education: John Brown University, Siloam Springs, AR
 ESL Endorsement, Arkansas Tech University
 3 years teaching experience
 Arkansas Arts Academy, Rogers, AR

Mrs. Rachel Carpenter

Music Teacher at Arkansas Arts Academy: December 2014-Present.
 Private Lesson Music Teacher (piano, vocal, violin): August 2014-Present.
 Earned Bachelor of Music Education Degree with a Vocal Emphasis from the University of Central Arkansas in May 2014.
 Alumna of Arkansas Arts Academy (formally Benton County School of the Arts) in May 2010.

La Vona Cerna

Bachelor of Arts in Education: Union College, Lincoln, NE
 Background:
 24 years in Education:
 3 years Mazapan School/Standard Fruit Company/ La Ceiba, Honduras
 1 year teaching general music grades 4-8
 2 years teaching Social Studies and Language Arts 6th grade and
 school sponsored evening classes for adults who wanted to learn
 English.
 2 years Elvel School/Tegucigalpa, Honduras
 1st grade all Core Subjects - complete immersion in English for all
 students
 2 years Universidad Adventista de Centro America/Alajuela, Costa Rica
 teaching professional English for Nursing and Business students
 3 years Ozark Adventist School/Gentry, AR
 6th grade all Core Subjects
 14 years Benton County School of the Arts - Arkansas Arts Academy/Rogers, AR
 began teaching 5th grade Language Arts, Social Studies, and Latin
 was moved to 6th grade Language Arts
 have taught 6-8 Language Arts in different combinations (sometimes 6, and 8 and sometimes 7 and 8)
 Highlights: Completed Literacy Lab - Harding University
 Attended Arkansas Leadership Training
 Recently began A+ Training

Sandi Colvin

Masters in Rehabilitation Education from University of Arkansas, Fayetteville
 Bachelors of Arts from University of Arkansas, Fayetteville
 12 years in Education
 Kindergarten and 3rd Grade at Arkansas Arts Academy (formerly Benton County School of the Arts)
 Mentor Teacher

Barb Demuth (Lamp)

BA in Elementary Education 1-6 - Harding University
 Masters in Education Reading- Harding University
 10 years in Education
 6th grade McNair Middle School Fayetteville School District
 1-3 grade Arkansas Arts Academy Rogers, AR

Kortney Elkinton

Bachelor of Science in Elementary Ed P-4: University of Arkansas
 This is my 6th year as a Kindergarten Teacher.
 First year at AAA.
 5 years in Kindergarten at Noel Primary in McDonald County, Missouri

Maria Falcon

Bachelors in Music Education: Ouachita Baptist University
 Background:
 First Year Teacher
 Certified k-12
 Highly Qualified in music/choir

Mary Fishback

Bachelor of Arts in Early Childhood Education from John Brown University
 P-4 certification
 Teaching background:
 11th year in education
 Current 1st grade teacher at Arkansas Arts Academy
 8 years kindergarten teacher at Arkansas Arts Academy
 2 years preschool teacher at Get Set Preschool
 I have served on the following committees: health and safety, math, personnel policies, and head of the parent involvement committee.
 Currently a mentor teacher
 Involved in creating the school calendar and created the report card for kindergarten

Nikki Gatlin

Bachelor of Arts with Acting Concentration and Humanities and Religion Minors: Greensboro College
 Background:

Currently serving first year in education
 Highlights in field:
 Professionally performed with Express Children's Theatre and The Classical Edge Theatre Company

Jackie Hardin

Masters of Arts in Education : Arkansas State University
 Bachelors of Arts in Education: Williams Baptist College

Background:
 17 years in education
 Teaching experience - 10 years at Corning Elementary teaching 4th
 2 years at Corning Elementary teaching 3rd
 5 years teaching 4th at Arkansas Arts Academy
 Currently Title 1 and ESL Coordinator and Dyslexia Interventionist

Other experience:
 6 years Departmental Secretary in Radio-TV Department at Arkansas State University

Peri Heffernan

Bachelors of science in exercise science Berry college
 Internship Floyd hospital Rome Georgia - children's physical therapy dept.
 assistant coach USATF cross country
 substitute teacher state of Missouri substitute teacher state of Georgia physical education teacher ambassadors for Christ Academy
 art teacher ambassadors for Christ Academy kindergarten teacher two years ambassadors for Christ
 head coach ambassadors for Christ cross country
 Homeschooled my own children for one year

Jody James

Bachelor of Science: College of the Ozarks
 Background:
 4 years in education:
 Instructional Assistant, Rogers Public Schools, AR
 Kindergarten Teacher, Eureka Springs Elementary, AR
 Kindergarten Teacher, Arkansas Arts Academy, AR

Susan Jarrett

4-8 Middle School Content Knowledge Certification
 7-12 Social Studies Certification
 Bachelor of Science in International Affairs: Georgia Tech
 6 years teaching at Arkansas Arts Academy, 5th-8th grade Social Studies

Joshua Jenkins

Masters of Arts in Teaching: Memphis College of Art
 Bachelor of Fine Arts: Memphis College of Art
 Background:
 7 Years in Education
 K-8 Visual Arts Teacher, Shelby County Schools
 9-12 Visual Arts Teacher, Bentonville Public Schools
 K-8 Visual Arts Teacher, Arkansas Arts Academy
 Art Director, Camp Echo Lake, Summer 2015

Asgerdur Johannesdottir

MA in Drama & Theatre in Education: Warwick University, United Kingdom
 B.Ed Arts & Drama in Education: University of Iceland, Iceland.
 Teaching Qualification: Iceland & United Kingdom.
 Educational background:
 Taught Preschool, and K-10 in Iceland and the United Kingdom.
 Teaching Drama Workshops at Trike Theatre in Bentonville, AR.
 Arkansas Arts Academy, 2014-current (Drama, Arts Integration).
 Highlights: Using Arts and Drama to teach Young Dyslexic Students in Iceland.
 Arts background:
 Storyteller and Puppeteer.
 Conducted drama workshops, interactive storytelling performances, and puppet shows for children in Arkansas for 5 years.
 On the Arkansas Arts Council Artist in Education Roster since April 2013.

Carla Pevehouse

BA Degree, Sacramento State University/Child Development
 ASU 21 units in TESOL towards a Masters
 BACKGROUND:
 The New School/PreK 5 years
 Arkansas Arts Academy 10 years/1st and 2nd
 AWE Institute
 A+ Training 2 years
 HQT
 Mentor Project Director

Sheena Racher

Bachelors of Arts in Interdisciplinary Studies - Western Governors University
 Arkansas Teaching License - K-8

Teaching Experience: 1 year 6th grade Math, 3 years 5th/6th grade Science at Arkansas Arts Academy

Megan Rozzana

Bachelors of Arts: University of Arkansas
Associates of Arts: Northwest Arkansas Community College

First year teaching - Arkansas Arts Academy
Student Teaching: Arts and Literacy - JO Kelly Middle School

Jessica Shores

Masters of Arts in Teaching: Harding University
Bachelor of Science: Colorado State University
Background:
5 years in education
Teaching Experience:
3 Years substitute teaching
6th Grade Science Internship, Greer Lingle Middle School
7th Grade Math Internship, Greer Lingle Middle School
1 Year ESOL Rogers Public Schools, Grades k-5
5-6th Grade Math, Arkansas Arts Academy

Amanda Shover

Master of Social Work: University of Arkansas at Little Rock
Bachelor of Arts in Journalism: University of Arkansas
Background: 15 years counseling experience
Currently: School Counselor for K-8 at Arkansas Arts Academy, since February 2014
Former therapist for Vista Health/Vantage Point in Bentonville, providing therapy to children, adolescents, and families for 6 years
Therapist, working with children and adolescents at Youth Bridge, Inc, for 7 years, working in close association with Benton County Juvenile Court
Education and health writer for the Northwest Arkansas Times in Fayetteville, a position in which I covered school board meetings and wrote articles on health and education news in Northwest Arkansas.
Highlights: Won state awards for the following articles: First Place for "Taking the Mindling Medicine;" First Place for "Doing Drugs," an investigative piece on the level of drug use among teens in NWA; and Second Place for "Bacteria Plague Springs."

Michelle Steele

Degree in Human Development and Family Science at University of Arkansas
Six years at KIDS FIRST

NTL program certified Prek-4th

14 years BCSA/AAA
13 years teaching 1st
1 year teaching 2nd

Alexandra Vasile

PhD candidate in Education Policy, University of Arkansas
Distinguished Doctoral Fellow in Education Policy, University of Arkansas
Master of Science in Comparative and International Education: Oxford University, United Kingdom
Bachelor of Arts in American Studies and German: University of Bucharest
Background:
Current Social Studies teacher
Former English and Mathematics teacher
Education Data Analysis and Reporting for the Department of Education, University of Arkansas
Charter school analysis and reporting for the Department of Education,
University of Arkansas
Teaching experience:
Teaching English and Mathematics, grades 7,8,9,10 in Zarnesti, Romania
University lecturer in English language and literature, Dimitrie Cantemir Christian University, Romania
Highlights:
Highly Qualified Teacher (non-traditional licensure)
Recipient of over fifteen classroom, arts integration or education research grants and scholarships from the European Union, various European and American foundations

Amy Weber-Kessler

BA in Philosophy: University of Arkansas
Background:
20 years of teaching experience
Choreographer for Trike Theater in Bentonville, AR
Ballet Teacher at The New School in Fayetteville, AR
Ballet Teacher at The Art of Motion in Fayetteville, AR
Director of Ozark Dance Theater in Fayetteville, AR

Ballet Teacher at Shreveport Dance Academy in Shreveport, LA
Company Member at Inner City Row Dance Company in Shreveport, LA
Director of the Academy of Arkansas Ballet in Eureka Springs AR
Choreographer for The Dance Coalition in Fayetteville, AR
Studied at Tulsa Ballet Center for Dance Education, Kansas City Ballet School, Fayetteville Dance Center and student of Peggy Wallis

Lily Welch

Masters of Arts in Teaching: Harding University (anticipated, May 2016)
Bachelors of Science: University of Arkansas
Teaching Experience: Arkansas Arts Academy Math Teacher, Grades 7 & 8

Susan White

Master of Arts in Teaching: University of Arkansas
Bachelor of Science in Education: University of Arkansas
Highly Qualified Teacher (HQT) in early childhood education

Background:

10 years in arts administration
Small group tutor in math, reading, and writing
Volunteer for Broadway Classroom, a program that engages students in a variety of theatre disciplines developed in accordance with the National Standards for Arts Education

Teaching Experience:

Full-year internship with placements in Grades 2, 3, and Kindergarten: Holcomb Elementary
Third Grade Teacher: Arkansas Arts Academy

Highlights:

University of Arkansas College of Education and Health Professions Senior Scholar Award
Action research on using arts-integration to improve writing in a third grade classroom to be published in 2016



September 28, 2015

I have reviewed the following documents submitted by the Warren School District to indicate their services to identified gifted students in grades 6-8. Following questions and revisions to the documents, there is evidence that the identified gifted and talented students in grades 6-8 are receiving gifted services.

WMS Charter Revision ADE

8th Grade Pre-AP GT Science Week 5

Gifted and Talented Interest Inventory

Charter ADE GT

Gravity and Tides Lesson Plans

Gravity and Tides Lesson Plans (Revised)

Project Rubric

Thanks to Rhonda Williams who provided requested answers and revisions.

Respectfully,

A handwritten signature in blue ink that reads "Mary Kathryn Stein".

Dr. Mary Kathryn Stein, Director
Office of Gifted and Talented and Advanced Placement
Arkansas Department of Education
Four Capitol Mall, Slot 28
Little Rock, Arkansas 72201
501-682-4224 – Office
501-682-4220 – Fax

Prior to our waiver for middle school GT, sixth grade students were pulled for forty-five minutes a week to a resource room for GT. They were also served through PreAP classes in all content areas along with seventh and eighth grade. With the approved waiver, the sixth, seventh, and eighth graders identified students will be served in a self-contained science classroom that will take the STEM approach to learning. The students will continue to work on their regular science curriculum which is required for all students with opportunities for to complete work at a level four (Above and beyond, being able to use the information in a new way, or being able to teach the information to another student.). In addition enrichment and extension activities based on their areas of interest using the STEM approach will be incorporated each week in the curriculum. An interest inventory was completed by all GT students at the beginning of the year which allows the teacher to have opportunities available for all learning styles and needs in all content areas. The students will still be allowed to compete in competitions such as Quiz Bowl, Spelling Bee, National Geography Bee, Technology Titan, and Showcase of the Mind. The GT Science class will be taught by an approved teacher of the gifted as defined by the gifted program approval standards. All students in grades six through eight will continue to be served through PreAP classes in all content areas. The GT Coordinator will oversee the implementation of the curriculum to make sure all gifted students' needs are being met. This approach to learning will be monitored and evaluated at the end of this school year.

Previous Years GT Services for Warren Middle School

Sixth Grade	PreAP English PreAP Math PreAP Science PreAP Social Studies (250 Minutes Weekly Each)	In addition: Pullout Resource Room (45 Minutes Weekly)
Seventh Grade	PreAP English PreAP Math PreAP Science PreAP Social Studies (250 Minutes Weekly Each)	
Eighth Grade	PreAP English PreAP Math PreAP Science PreAP Social Studies (250 Minutes Weekly Each)	

2015-2016 GT Services for Warren Middle School

Sixth Grade	PreAP English PreAP Math PreAP Science PreAP Social Studies (250 Minutes Weekly Each) Two Sections for each content	Changes: Self-contained PreAP GT Science Class (250 Weekly)
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Seventh Grade	PreAP English PreAP Math PreAP Science PreAP Social Studies (250 Minutes Weekly Each Two Sections for each content	Changes: Self-contained PreAP GT Science Class (250 Weekly)
Eighth Grade	PreAP English PreAP Math PreAP Science PreAP Social Studies (250 Minutes Weekly Each Two sections for each content	Changes: Self-contained PreAP GT Science Class (250 Weekly)

Services Provided:

All students at Warren Middle School are given the opportunity to participate in PreAP classes in the four content areas (Math, Science, Literacy, Social Studies). There are currently two sections of PreAP classes in all content areas at every grade level. Documentation of differentiation is sent to GT Coordinator each nine weeks. Each PreAP teacher has students complete an interest inventory for their content area. This is a requirement with Standards Based Education and all teachers in the Warren School District complete this task, along with having data binders, a Code of Conduct, Mission Statement, and a Shared Vision. All GT students in our at WArren Middle School are enrolled in PreAP classes in all four content areas. In addition to PreAP classes, a self-contained GT Science class has been added for gifted learners. We felt the PreAP GT Science class was a good program option to allow our GT students time to interact with like intellectual peers and be placed based on their learning and social and emotional needs. The teacher in the GT Science Class uses the interest inventory to ensure that opportunities through activities, process, and products are available to meet the learning needs of the gifted students.

Curriculum:

The core content teachers in PreAP classes address the learning styles of students with their own interest inventory (which is required by our district) and by differentiation of the curriculum for PreAP classes. The students are also given opportunities to take information and use it in a new way or in a way they create (scores of 4.0).

As one of our program options, the Warren School District implemented a new innovative way to meet the needs of the gifted learners in the regular classroom through a PreAP GT Science class at Warren Middle School in grade six, seven, and eight. In the PreAPGT Science classes, the science teacher, Mrs. Justin Beth Woodard, is certified in gifted education and is a previous GT Teacher and Coordinator for two other districts. In the science class, Mrs. Woodard teaches the science frameworks as any other PreAP science teacher does and differentiates the curriculum, not only with PreAP strategies , but also the GT frameworks and scope and sequence that has been approved by ADE. In the differentiation process of the classroom, Mrs. Woodard ensures that critical thinking, creative thinking, communication, research, and affective development skills are worked into the process, activities, and products used in her lesson plans. An example of a unit of study is attached.

Mrs. Woodard uses her interest inventory to develop units of study, in addition to the regular science frameworks. Not only are the students allowed to go more in-depth in the science curriculum, they are also able to do independent studies in other areas of interests. By using a

curriculum that not only uses PreAP strategies, but is connected to the GT frameworks and scope and sequence, the gifted learning needs are being met above and beyond the regular curriculum and PreAP classes as well. They have the opportunity in this GT Science class to work at the level of their abilities not only in science, but their area of interest or talent. This class focuses on higher levels of thinking and complexity. The curriculum for this class is following the GT Scope and Sequence to extend application in Research Skills, Thinking Skills, Organizational Skills, Products and Outcomes, and Communication Skills. These skills are also being assessed in the PreAP GT Science class during the nine week grading report for students and communicated to parents through Empower. The Warren School District is currently working on getting the scope and sequence added to Empower, so that assessment of the GT Frameworks can be assessed at regular intervals.

Social and Emotional Needs:

The social and emotional needs of the gifted learners are being met in several ways at Warren Middle School. The middle school counselor who is also a previous GT Coordinator and teacher provides monthly counseling services for the gifted students. In addition, the GT science teacher, Mrs. Justin Beth Woodard, is ensuring that the affective development of gifted students is being met by providing opportunities for students to set individual goals, monitor those goals, and reflect on their learning. Individual data binders are kept by each student with their reflection data page where students meet with Mrs. Woodard and self-reflect on their current progress and emotions relating to their goals and accomplishments. By being in a self-contained classroom with like peers, learners are able to work effectively in cooperative situations where they learn to value the abilities and talents of others. The GT Coordinator will conduct evaluations during each semester to get feedback from the students and parents regarding whether their needs are being met in the PreAPGT science classroom and other PreAP classes as well.

Evaluation/Observation:

The GT Coordinator will conduct an evaluation with students and parents during both semesters of the implementation process of the new GT Science Class at Warren Middle School. She will also have a focus meeting with students from all three grade levels to get feedback to see, if gifted needs are being met. The students will also be assessed throughout each nine weeks and given a final assessment score for meeting the GT Frameworks. This will be communicated to parent using Empower. The students in the PreAP GT Science class are also required to keep an interactive science binder which contains documentation of work completed using the GT Frameworks. At the end of this first year of implementation, the program will also be monitored by a Public School Program Advisor from the Office of Gifted Education.

Competitions and Extra Activities:

The gifted learners are given opportunities to participate in various competitions and extracurricular activities. Learners are given opportunities to compete in Quiz Bowl, Spelling Bee, National Geography Bee, Technology Titan, Show Case of the Mind, National History Bee, and Chess. These do take place during the school day with various coaches.

Gifted and Talented Interest Inventory

Name: _____ **Grade:** _____

1. Write in order, from favorite to least favorite, your favorite subjects (subjects you find most interesting) from the following list:

Writing Reading Math Science Social Studies Art
PE Music Choir Band Careers

2. List some topics that you would like to dig deeper into this year (they can be from any subject area).

3. Write in order, from very interested to least interested, which of the following topics you find be interested in studying:

Robotics Science Exploration/Experiments Engineering Survival
Skills photography drama

4. What are some ways you enjoy presenting your information? For example- making posters, working on computers, oral presentations, making models, etc.

5. What is one thing that you would most like to study, but have never had the opportunity to at school?

8th Grade PreApGT Science

Monday/Tuesday:

Complete 4.0 Activity for Unit 1: Gravity

Choice 1: Research scientists, historical breakthroughs, or careers related to gravity- Essay or Google Slides

Choice 2: Create a model representing how the moon's gravitational force affects Earth's ocean tides

Wednesday-Friday

Warm Up Activities: Word Ladders (literacy), Number Junctions (Math) and Word Winks (creative thinking skills)

Zombie Survival Unit

*View SlideShow detailing instructions (traveling to Europe on a family vacation). Students must choose a city in Europe

to visit with their family. Create a presentation in Google Slides after researching the city (populations, landforms, attractions, surrounding cities, anything of significance). SlideShow will be shared with the class.

Breakout Time

Chess, additional research time for Zombie project, STEM Activity (this week's is constructing tower using spaghetti and marshmallow- guidelines/handout), Quiz Bowl

Lesson Plans

Unit Title: Gravity and Tides	Dates to be taught: 2-3 weeks	Subject: Science 8th Grade/GT (Level 9) Teacher: JB Woodard
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Stage 1

Goals/Learning Objectives (what students should know and be able to do):

- ESS.10.8.1, ESS.10.8.2 Learners will be able to describe the two variables that determine the gravitational force between two objects.
- ESS.10.8.3, ESS.10.8.4 Learners will be able to describe how the Moon's gravitational force causes tides and will be able to determine when spring and neap tides occur.

Big Ideas or Understandings:

- The force of gravity is affected by the mass of objects and the distance between objects.
- Gravity is the reason for tides.
- Tides correlate with the phases of the moon.

Essential Questions (application level or higher):

- What determines the force of gravity between two objects?
- What causes tides?
- How are tides and space related?

Academic Vocabulary (vocabulary students will need to know and understand): mass, weight, gravity, inertia, high tides, low tides, spring tides, neap tides

Stage 2: Assessment Evidence

Pre-assessment: Gravity Pre-assessment

Formative Data: Questioning, Daily observation score, Gravity Quiz, Tides Quiz

Interim/Summative Data: Gravity Unit Assessment, 4.0

Stage 3: Lesson Plan (Instructional Strategies)

<u>Learning Goal</u>		<u>Interact with New Knowledge</u>	<u>Practice and Deepen New Knowledge</u>	<u>Utilize and Apply New Knowledge</u>
Learners will be able to describe the two variables that determine the gravitational force between two objects.	<i>Activities, Evidence of Learning or Formative Assessments, and Resources (e.g., textbooks, articles, YouTube, videos, etc.)</i>	<ul style="list-style-type: none"> • What is Gravity Introduction activity • Gravity Interactive Notebook Lesson: <ul style="list-style-type: none"> ○ What is Gravity? ○ Mass vs. Weight • Bodies in Space Notes 	-Hammer and Feather on the Moon Video -Testing Gravity Activity -Bill Nye: Space Video -Gravity on the Planets HW *Pre-AP only	-Gravity Science Starter (Quiz) -Gravity Unit Review Game -Gravity Unit Assessment
Learners will be able to describe how the Moon's gravitational force causes tides and will be able to determine when spring and neap tides occur.		<ul style="list-style-type: none"> • Gravity and Tides Lesson (NatureBridge Lesson) • Tides Interactive Notebook Lesson 	-What is the cause of High and Low Tides Video https://www.youtube.com/watch?v=7UMsEqNDZu8 -Scholastic Video: Tides	-Tides Science Starter (Quiz) -Ocean Tides Graphing Activity -Gravity Unit Review Game -Gravity Unit Assessment

GT Extension/Enrichment Science

4.0 Science Extension	<p>Objective: Critical Thinking Skills GT CT 03: Learners will explore and complete topics, products, and concepts in greater depth, complexity, and beyond the surface level with more independence.</p> <p>Activity: Investigate careers, scientists, or historical breakthroughs related to gravity.</p>	<p>Product: Essay or Google Slide Show. Each student will present their essay or slideshow before the class.</p> <p>See Attached Rubric</p>
4.0 Science Extension	<p>Objective: ESS.10.8.1, ESS.10.8.2 Learners will be able to describe the two variables that determine the gravitational force between two objects.</p> <p>Activity: Create a model representing how the moon's gravitational force affects Earth's ocean tides</p>	<p>Product: Model</p> <p>See Attached Rubric</p>
Unit Title: Zombies	Dates to be Taught: 3-4 Days	Subject: PREAP GT Science 8th Grade
Academic Vocabulary:	Big Ideas:	Essential Questions:

GT Objectives/Learning Goals	<p>Research Skills GT RS 03: Learners will use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>Creating Thinking Skills GT CRTS 03: Learners will create unique products or ideas by combining, organizing, reversing, or substituting concepts or materials.</p> <p>Critical Thinking Skills GT CT 03: Learners will explore and complete topics, products, and concepts in greater depth, complexity, and beyond the surface level with more independence.</p> <p>Activities: Students will choose one activity to complete from the activities below:</p> <ul style="list-style-type: none"> • Mission #1 (Zombie Unit)- research a European city. Must become as familiar as possible with the city (population, landforms, attractions, etc.). • Mission #2 (Zombie Unit)- plan and outline a day in the city you have been researching. • Mission #3 (Zombie Unit)- create a brochure for a special attraction in the city you are visiting • Mission #4 (Zombie Unit)- create a commercial enticing people to visit the city you have been researching (must write a script, develop props, and video using iMovie App) • Mission #5 (Zombie Unit)- write a descriptive piece describing your family's first zombie encounter • Mission #6 (Zombie Unit)- Create a zombie survival manual (specifics included in handout) • Mission #7 (Zombie Unit)- Zombie Scavenger Hunt • Mission #8 (Zombie Unit)- Research infectious diseases and cures that have been found (Google Slides/essay) 	Slide Show Outline Brochure Commercial Descriptive writing piece Manual Scavenger Hunt Answer Sheet SlideShow/Essay
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Extra Curricular Opportunities	<ul style="list-style-type: none"> ● Chess ● Quiz Bowl ● Math Station (Number Junctions) ● Literacy Station (Word Ladders) ● Critical Thinking Time (Word Winks) 	

GT/Evaluation Assessment	GT Frameworks Research Skills Critical Thinking Skills Creative Thinking Skills	Empower/Progress Report Empower Nine Week Grading Report
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Stage 4: Reflection, Artifacts, and Evidence

<u>Tell what worked well in the unit of study and why</u>	<u>Tell what you would change in the unit of study and why</u>
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<u>Artifacts and Evidence (optional):</u>
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Project/Product Rubric

Category	Level Four	Level Three	Level Two	Level One
Content	Covers topic in depth with details and examples; subject knowledge is excellent; focuses on an important concept at an above and beyond level.	Includes essential knowledge about the topic. Subject knowledge is good; focuses on an important concept at mastery level.	Includes essential information about the topic but there are 1-2 factual errors; focus may be unclear.	Content is minimal OR there are several factual errors; focus is unclear.
Effort	Product shows a great amount of time spent and very careful, neat work.	Product shows a good amount of time spent and careful, neat work at mastery level.	Product shows some amount of time spent and is slightly lacking neatness.	Product shows a minimal amount of time spent and is lacking neatness.
Originality	Product shows a large amount of original thought and critical thinking. Ideas are creative and inventive and at an above and beyond level.	Product shows some original thought and critical thinking. Work shows new ideas and insights at mastery level.	Uses other people's ideas (giving them credit), but there is little evidence of original thought or critical thinking.	Uses other people's ideas but does not give them credit.
Appearance	Makes excellent use of color, graphics, effects, etc. to enhance the presentation at an above and beyond level.	Makes good use of color, graphics, effects, etc. to enhance the presentation at mastery level.	Makes some use of color, graphics, effects, etc. to enhance the presentation, but occasionally these detract from the content.	Use of minimal color, graphics, effects, etc. to enhance the presentation. Often, these detract from the content.
Mechanics	Correct grammar, spelling, and punctuation.	1-3 errors in grammar, spelling, and punctuation.	3-5 errors in grammar, spelling, and punctuation.	More than 5 errors in grammar, spelling, and punctuation.

ARKANSAS CONNECTIONS ACADEMY

SUMMARY

Arkansas Connections Academy

Sponsoring Entity: **Arkansas Connections Academy, Inc.**

IRS Status: **501(c)(3) Determination Letter**

Grade Levels: **K-12**

Grade Levels and Enrollment Cap:

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

Address of Proposed Charter: **609 SW 8th Street
Bentonville, AR 72712**

Mission Statement:

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; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

Information on the School District in Which the Charter Would Be Located

Bentonville School District

26.09 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) - Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included in Application

Samantha Lesher

Parent

Kristi Rhodes

Parent

Marsha McCarver

Parent

John F. Watson,

Evergreen Education Group

Michael B. Horn, and

Clayton Christensen Institute

Tom Vander Ark

Getting Smart

Additional Letters of Support on File in the Charter Office

Anne Kraybill	Crystal Bridges
Carla and Eric Hartwell	Parents
James and Brenda High	Parents
Deanna High	Student
Bruce Selvog	Parent
Emily Moore	Parent
Melinda M. Beers	Parent

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C6: SCHEDULE OF COURSES OFFERED

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

C8: CURRICULUM ALIGNMENT

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

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Arkansas Connections Academy

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

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

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

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

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

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

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

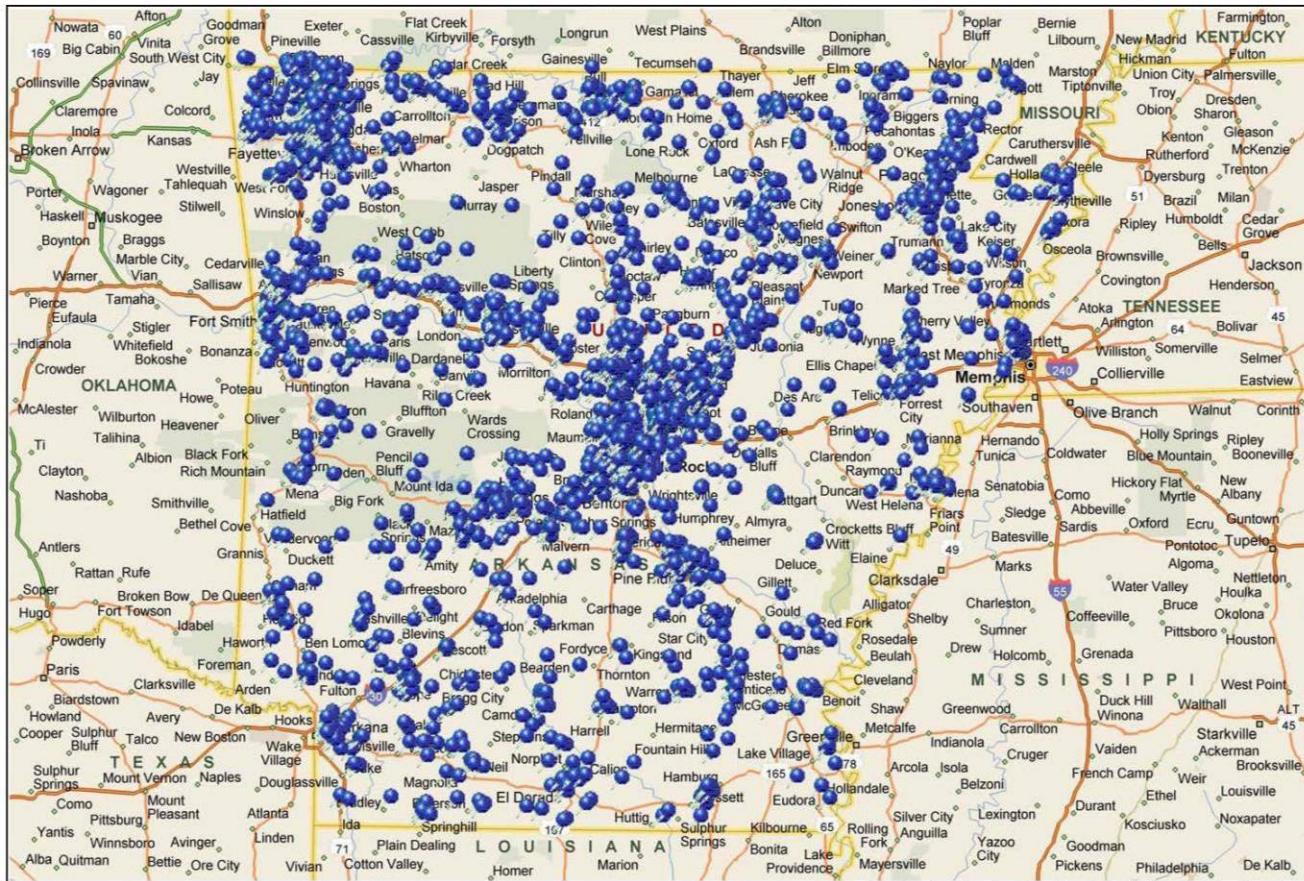
Connections' experience in other states is that information sessions, though initially attended sporadically, are vital to community outreach efforts. Attendance at information sessions typically increases once presenters are able to offer school enrollment, rather than the possibility of a school in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

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

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

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

Figure 1. Locations of Interested Families



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

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

Concerns and Additional Question

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

Applicant Response:

Please see response to Part B Executive Summary.

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain what is meant by “0.90 ratio of school results to state averages on the ACT Aspire.”

Applicant Response:

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

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

Figure 2. Example of Calculating Ratios

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

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

- Grade/Subject: Grade and subject area being tested
- TCAH # Tested: The number of students tested in this grade/subject area
- TCAH % Proficient: The percentage of TCAH students that scored proficient or higher.
- State % Proficient: The percentage of students statewide that scored proficient or higher.
- Ratio: Calculated by dividing TCAH % Proficient by State % Proficient
- Weighted Average: Average of all the individual tests, taking into the number of students tested. For example, English I has about three times the impact of 4th grade reading for the reading weighted average because there were about three times as many English I students tested compared to 4th grade reading students tested. Similarly, reading has more than twice the impact as Science in the overall weighted average because there are more than twice as many students testing in reading than in science.
- Discuss growth expectations for students performing below grade level who need accelerated growth to get on pace to graduate.

Applicant Response:

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

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

- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

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

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain when and how the curriculum will be modified to align with Arkansas Curriculum Frameworks.

Applicant Response:

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

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

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

as described herein.

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

Applicant Response:

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

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

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

- Communicate frequently with students and Learning Coaches; document and review all interactions.
- Modify lesson pacing, lesson content, and organizational routines to meet diverse instructional needs.
- Monitor and differentiate instruction based on student achievement, state requirements, and program expectations.
- Review, grade, and provide high-quality, personalized, and instructionally-focused feedback on student work.
- Provide immediate intervention to students who are struggling and adjust the intensity, frequency, and nature of interventions and enrichment based on student performance.
- Monitor student response to intervention regularly, document results, and follow the process for referring any students not making progress to the Student Support Team.

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

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

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

Applicant Response:

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

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

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

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

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

The NCAA Eligibility Center only approves courses in the areas of language arts, math, science, social studies, and world languages that are needed to meet NCAA graduation requirements (a total of 16 core courses). In addition, the NCAA does not approve courses taught “below the regular academic level” and therefore Connections’ Foundations courses are not approved, as they are considered below Connections’ regular (college-prep) academic level. Connections maintains a list of its 75 NCAA approved courses; all other Connections courses not on the list can be considered NCAA non-approved courses. Connections’ 75 NCAA-approved courses are communicated to families in variety of formats such as the school website, the main Connections Curriculum website,¹ and in the school’s Virtual Library.

Families can also check the NCAA’s public website where submitted approved and non-approved courses are displayed. All submitted but non-approved courses show the reason for not being approved.

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

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

Applicant Response:

Please see response to Part B Executive Summary.

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

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

Applicant Response:

ARCA confirms the grade levels and maximum enrollment by year in the above table are appropriate.

C8: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

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

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

***Access the Curriculum Framework Alignment Documents for Arkansas Connections Academy Courses by using the following URL:**

<https://drive.google.com/file/d/0B4jUQm3oumJpa0lWaFRnNks2dkU/view?usp=sharing>

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

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

Please see response to Part B Executive Summary.

- Define the term “mentor” as used on page 37 of 77.

Applicant Response:

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

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

Applicant Response:

The mentor will not provide any direct service to students.

C10: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

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

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

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

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

Applicant Response:

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

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

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

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

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

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

Applicant Response:

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

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

C13: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

Principal (contracted position) - Minimum Qualifications

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

Assistant Principal (contracted position) - Minimum Qualifications

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

Administrative Assistant (contracted position) - Minimum Qualifications

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

Manager of Special Education (contracted position) - Minimum Qualifications

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

Manager of Counseling (contracted position) - Minimum Qualifications

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

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

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

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

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

Special Education Teachers (contracted position) - Minimum Qualifications

- Degree in Special Education
 - Valid Special Education credential in Arkansas
 - Experience in policy (IDEA) and/or administration with Special Education
 - Strong technology skills
 - Excellent communication skills, oral and written
 - Ability to work well in fast paced environment
-
- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications section of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, “ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections.”

Applicant Response:

Please see response to Part B Executive Summary.

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

Applicant Response:

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

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

Figure 3. Percentage of Students by Disability Type

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

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

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

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

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

Applicant Response:

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

C15: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

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

Fully Response

Concerns and Additional Questions

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

Applicant Response:

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

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

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

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

Applicant Response:

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

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

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

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

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

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

Applicant Response:

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

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

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

Figure 4. Breakdown of Administration Expenses

Administration	Description	Corresponding Fee Schedule Category
School Launch Support	<ul style="list-style-type: none">● Oversee the launch of new school through initial phases of development● Facilitate Connections interdepartmental collaboration (i.e., regularly scheduled meetings, ongoing communications) to ensure thorough and timely task completion and risk mitigation● Provide auxiliary support to the school throughout the launch process and first year of operation with ongoing focus on high-quality outcomes● Maintain and store organized documentation of each school's launch process for future and/or colleague reference	School Administration

Administration	Description	Corresponding Fee Schedule Category
School Oversight	<ul style="list-style-type: none"> Support the creation of school goals for Board approval and short- and long-term school-based planning and improvement based on those goals Develop and help maintain, with the Principal, operational protocols, procedures, and services to support school operations and achievement of school goals Ensure that the school provides the appropriate support, assistance, and direction to all students so they achieve academically Monitor all school metrics including grading, teacher/family contacts, teacher workloads, parent satisfaction, student promotion and retention, escalation, state test results, graduation rates, teacher evaluations, count days and/or course completion where required, etc. and provide support to the school and Board, as appropriate 	School Administration
School Leader Support and Development	<ul style="list-style-type: none"> Provide communication, support, and professional growth through General Principal meetings, data meetings, SIP meetings, Winter Leadership Meetings, Summer Leadership Retreats, etc. 	School Administration
Accreditation Support	<ul style="list-style-type: none"> Assist school, with Board approval, on all aspects of the accreditation process, including understanding and explaining the process and philosophy of accreditation Manage timelines Review/revise narratives and ratings from school Collate, protect, and provide evidence to evaluators Host internal meetings Attend site visits at school Assist school with follow-up as needed Collate "big takeaways for improvement" and provide to Leadership Team for consideration about overall program improvements 	School Administration

Administration	Description	Corresponding Fee Schedule Category
Research and Analysis	<ul style="list-style-type: none"> Conduct on-demand data analysis at the Board's direction for school level student performance, student demographics, student learning, and trends in all of the above Prepare, conduct, analyze, and report results of the annual Parent Satisfaction Survey and Student Satisfaction Survey Inform various groups within Connections on how to best serve ARCA families Provide results to faculty and administration to undergo continuous school improvement and to focus on areas of improvement Maintain marketing databases to ensure accurate and timely communication of information to families throughout the application, enrollment, and onboarding processes 	School Administration
School Handbook Support	<ul style="list-style-type: none"> Create, edit, revise, manage Board approval process for, and publish school handbooks Coordinate review and approval with Board designee and/or Board Legal Counsel 	School Administration
Outreach Support	<ul style="list-style-type: none"> Create awareness of school, with Board approval, through a variety of media, including: television advertising, radio advertising, online advertising, events, direct mail, and media relations Inform prospective families on how the program works and what to expect when attending ARCA through: information sessions, email communications, parent-led consultations, school-specific websites, catalog mailings, calls to families that provide phone number, and more Provide discrete outreach activities including: creating and distributing collateral materials that describe the ARCA program, assisting ARCA in planning and implementation of information sessions, soliciting local media to cover ARCA and its students in news stories, creating and deploying advertising campaigns on television, radio, and print to increase awareness of the school, sending email communications to prospective families to inform them about the school and announcing activities or events, etc. 	Marketing

Administration	Description	Corresponding Fee Schedule Category
Enrollment Services	<ul style="list-style-type: none"> • Support and communication with caretakers throughout the enrollment process • Review and verify enrollment document • Review and verify student eligibility • Manage caps, waitlists, and lotteries • Report on regulatory compliance assurance • Train and support school personnel 	Enrollment & Records Management
Academic Placement Services	<ul style="list-style-type: none"> • Provide support and consultation for caretakers • Review academic documentation for completeness and regulatory compliance • Administer placement testing • Build course placement process on a sustainable algorithm using academic history data to produce readiness indicators • Place students in academic courses, clubs, and supplemental instructional support programs • Align with state compliance regulations for course offerings, progression plans, and high school graduation requirements 	Enrollment & Records Management
Student Records Management	<ul style="list-style-type: none"> • Ensure student records are maintained in accordance with state, local, and federal requirements • Utilize Connexus for records management needs, including enrollment documentation, attendance data, lesson completion, assessment results, transcripts 	Enrollment & Records Management

Administration	Description	Corresponding Fee Schedule Category
Professional Development and Training	<ul style="list-style-type: none"> Coordinate, plan, deliver, and continuously support professional development initiatives through systematic and comprehensive multi-year professional development plan Provide school staff with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. Provide training on topics such as current trends in online learning as well as the Core Standards for Facilitating Student Learning Manage Teacher Course Liaison program, which provides teachers with the opportunity to collaborate and share, via threaded discussions, with other teachers who teach the same courses at schools supported by Connections Maintain Professional Learning Community resources (PLCr) section of Connexus which includes instructional tools and strategies, guidelines for accessing intervention resources for students, and professional learning research and resources 	Educational Resource Center
External Reporting Support	<ul style="list-style-type: none"> Maintain robust External Deadline Management system in Connexus Work with all parties to ensure external reporting deadlines are identified, documented, and fulfilled 	School Administration
State Testing Support	<ul style="list-style-type: none"> Support school in all issues related to state testing Ensure schools have necessary functionality in Connexus to track student registration and participation in state testing Provide ARCA updates on student participation during state testing Work with schools on importing and providing access to state test scores 	School Administration

Administration	Description	Corresponding Fee Schedule Category
Accountability Support	<ul style="list-style-type: none"> • Support and oversee accountability processes and practices built around the development, implementation, and quarterly review/revision of data-driven school improvement plans • Support and oversee reporting of results as required by state and other stakeholders. <ul style="list-style-type: none"> • Includes support for access and analysis of the wide variety of data sets generated by weekly, monthly, and periodic/annual continuous improvement processes to improve learner outcomes such as weekly school-based reviews, teacher Professional Learning Community (PLC) meetings, Welcome Calls, and regular Curriculum-Based Assessments (CBA). • Includes monthly School Data Training sessions; periodic after-action reviews focused on outcomes and lessons learned from major initiatives; quarterly meetings with other schools to review Quarterly Metrics, progress toward School Focus Goals, and School Improvement Plans; and annual meetings with other schools to review continuous improvement efforts and share best practices. 	School Administration
Grant Identification, Writing, and Administration	<ul style="list-style-type: none"> • Assist in identifying grant opportunities • Present overview of grant to School Leadership Team and school leader to decide if school will pursue the opportunity • Coordinate the stakeholders and project manage the work needed • Draft and finalize grant with all the appropriate approvals needed 	School Administration

Administration	Description	Corresponding Fee Schedule Category
General Board Support	<ul style="list-style-type: none"> • Support ARCA Board by drafting meeting agendas and minutes, preparing and disseminating Board packages, complying with all necessary legal posting requirements, corresponding with Board members, attending Board meetings, tracking deliverables and comments for meetings and maintaining minute books, and other Board records and documentation • Assist Board and school leader with compliance related matters requiring Board consideration in a timely manner • Act as a liaison with the school and Board as appropriate • Assist with all legal items and maintenance of the charter school entity (Articles, Bylaws, EIN, etc.) • Draft Board policies for review by Board Counsel and consideration by the Board 	School Administration
Governance Training	<ul style="list-style-type: none"> • Develop, implement, and coordinate in person training programs offered by Connections and other partnering training professionals and authorizers • Identify and assist with the coordination of state and national training opportunities for Board members • Coordinate peer-to-peer networking opportunities. 	School Administration
Authorizer Compliance and Reporting Support	<ul style="list-style-type: none"> • Track compliance requirements and deadlines within authorizer/sponsor compliance reporting systems • Ensure governance related items are completed and submitted in a timely manner 	School Administration
Human Resources Support	<ul style="list-style-type: none"> • Provide employee relations and support, benefits administration and plan design negotiation, staff recruitment, employee/workplace training, payroll services, and other required human resources functions 	Human Resources Support

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

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

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

Figure 5. Breakdown of Regular Classroom Instruction Expenses

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

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

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Career Technology Education (CTE) courses	Over 30 CTE courses may allow students the opportunity to take courses that fulfill pathway requirements in 11 out of 16 national career clusters. Interactive presentations, real-world activities and assignments, career connections, and an online study guide are the tools to help students prepare for college and beyond.	Tangible and Intangible Instructional Materials
Clubs and Activities	<ul style="list-style-type: none"> • Provide students with opportunity to gather with peers to discuss, investigate, and collaborate about topics of interest • Facilitate national clubs and special events each year, including student publications such as Pens and Lens, the Monitor Newspaper, and the Connections Cookbook • Publish and distribute the weekly Clubs and Activities E-Newsletter to students, Caretakers, teachers, and staff • Oversee and manage the Yearbook, which includes text, images, and videos submitted by students, staff, and yearbook representatives from ARCA. Submissions also include school field trips, events, and graduation ceremonies. 	Tangible and Intangible Instructional Materials
Talent Networks	<ul style="list-style-type: none"> • Promote opportunities and create awareness of the Talent Networks for middle and high school students involved in competitive sports, visual and performing arts, and STEM courses • Oversee and manage the application process for Talent Networks including virtual open houses, school communications, and support for caretakers and students • Facilitate a vast number of special events, competitions, collaborative projects, and LiveLesson sessions for Talent Network students • Work closely with students as they network and communicate with peers and professionals in their fields of talent • Plan and manage enrichment activities include guest presentations, artists and athletes in residence, lettering in their Talent Network, and long-range collaborative projects designed to solve real-life problems or demonstrate areas of expertise 	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Connexus Education Management System (EMS)	<ul style="list-style-type: none"> Provide Connexus' proprietary education management system, Connexus, which is a combination of a learning management system, student information system, and communication tool. Connexus creates a rich, vibrant virtual classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system guides students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents are able to access the school 24/7/365 from any Internet connection. Connexus delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus will be automatically provided. 	Connexus Annual License
LiveLesson (Online Classroom)	<ul style="list-style-type: none"> Provide LiveLesson sessions which are unique, interactive tools that allow teachers to create and lead the real-time, lively interactions of a traditional classroom, but in an online setting 	Connexus Annual License
Staff Instructional Technology and Software	<ul style="list-style-type: none"> Provide staff with use of computers and necessary software including shipping & handling, technical support, repairs, and replacement if necessary 	Hardware/Software - Employees
Student Instructional Technology, and Software	<ul style="list-style-type: none"> Provide for student use of a computer pre-imaged with necessary software including shipping & handling, technical support, repairs, and replacement if necessary 	Student Technology Assistance - Desktop
Supplemental Instructional Support Programs	<ul style="list-style-type: none"> Provide for tiered supplemental instructional support programs including: Study Island, SkillsTutor™, Raz-Kids™, Reading Eggs, Reading Eggspress, Headsprout, Math-Whizz®, SuccessMaker® Math, SuccessMaker® Reading, Algebra 1 Math XL®, Algebra 2 Math XL®, and Geometry Math XL® 	Tangible and Intangible Instructional Materials

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

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

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

Figure 6. Breakdown of Special Education Expenses

Special Education	Description	Corresponding Fee Schedule Category
Special Education Protocol Development	<ul style="list-style-type: none">Provide support services to assist school with developing state-specific Special Education Protocols (policies, procedures and protocols that comply with state and federal law and provide guidance in provision of special education services)Receive and review school's Special Education Protocols and any modifications and amendments to ensure compliance with state proceduresAssist school with holding IEP meetings to adopt or amend incoming students' IEPs, utilizing proper notice procedures within 30 days, or fewer according to state law, of enrollmentProvide guidance or assistance to school in determining appropriate Assistive Technology, special education, and related services – ARCA will conduct an annual review if date is pending or overdue and document all information in Connexus	Special Education Oversight and Support
Special Education Training and Professional Development	<ul style="list-style-type: none">Provide professional development related to: adherence with policies, procedures and protocols that comply with state and federal law and provide guidance in provision of FAPE in each student's LRE, documentation procedures in Connexus, and providing education suitable for student including direct instructionProvide curriculum, including curriculum for alternatively assessed studentsTrain Manager of Special Education and teachers on recommended instructional modelProvide support with determining how to modify general education curriculum	Special Education Oversight and Support
Special Education Oversight and Compliance Support	<ul style="list-style-type: none">Monitor compliance including monthly reports and periodic onsite reviewsProvide training and compliance newsletter for ARCA Manager of Special Education	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
IEP Management Software and Support	<ul style="list-style-type: none"> Provide software used for creating and managing Individualized Education Plans (IEPs) and special education information Assist school in maintaining compliance with both IDEA and state specific requirements for IEP documents 	Special Education Oversight and Support
Assistive Technology Procurement	<ul style="list-style-type: none"> Coordinate the purchase of assistive technology including: screen readers, text readers, dictation software, touch screens, large monitors, FM systems, physical mounts for technology, Braille and large print books. 	Special Education Oversight and Support
Special Education Service Provider Coordination	<ul style="list-style-type: none"> Coordinate vendor selection, contracting, invoice review, and payment. 	Special Education Oversight and Support
Accessibility Support	<ul style="list-style-type: none"> Provide equality of opportunity to the greatest number of people, including people with disabilities Create a culture of access for inclusive learning Provide programs, products, and services that are usable by persons with disabilities Develop solutions to remove barriers to a student's opportunity to learn and ability to demonstrate that learning Support school in the implementation of students' IEPs or Section 504 plans that call for assistive technology and accessibility supports Maintain an Accessibility Hotline (888-639-5960) and Accessibility email box (accessibility@connectionseducation.com) for students and families to contact for immediate support. Provide processes for providing Closed Captioning and ASL translation to students and families Coordinate with local agencies for in-person assistive technology training 	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
504 Plan Guidance	<ul style="list-style-type: none"> • Provide guidance as needed • Review periodically Section 504 plans during school audit visits • Work with special education leaders to train special education teachers/Section 504 coordinators in developing Section 504 plans • Conduct a review of the Section 504 plan if student is not making progress towards IEP goals • Determine how to assist student to make progress • Seek guidance from Student Services representative as needed • Conduct assessments and testing necessary to assist in determining how to provide FAPE to student within state timelines 	Special Education Oversight and Support
Gifted Program Support	<ul style="list-style-type: none"> • Support identification, placement and instructional strategies for gifted students • Provide professional development for cohorts of GT Leads, GT teachers, and AP teachers 	Special Education Oversight and Support
At-Risk Population Support Services	<ul style="list-style-type: none"> • Coordinate identification and tracking of At-Risk students based on specific criteria set by the school • Support intervention efforts. • Support ARCA with the three potential tiers of interventions available for At-Risk students. If Tier 1 intervention is insufficient to make progress, the student will be referred to the School Prevention, Review, and Intervention Team (SPRINT) composed of teachers and administrators for additional determination of need and intervention. Students will then be assigned to an intervention teacher who will provide additional interventions and monitor progress. The primary difference between Tier I, Tier II, and Tier III instruction is the frequency and intensity of the interventions and can include one-on-one lessons or more targeted lessons depending on the students' needs. Tier III interventions are designed to address instructional needs of students who required additional support mastering Essential Skills and Standards. 	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
Homeless and Migrant Support	<ul style="list-style-type: none"> • Assist ARCA with enrolling, identifying, and supporting students who are eligible under the McKinney Vento Act • Facilitate enrollment through alternative proof of residency options 	Special Education Oversight and Support
ELL Support (provided by ESOL/TESOL certified leaders and teachers)	<ul style="list-style-type: none"> • Provide oversight, training (Sheltered Instruction Observation Protocol), translation services for IEP and ELL documents, and translators at IEP meetings and parent contacts • Provide instructional materials for English Language Learners 	Special Education Oversight and Support
School Counseling Support	<ul style="list-style-type: none"> • Provide college counseling including Clubs and College Counseling Newsletter • Monitor child welfare and support critical tasks in the school counseling calendar 	Special Education Oversight and Support

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

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

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

Figure 7. Breakdown of Fiscal Services Expenses

Fiscal Services	Description	Corresponding Fee Schedule Category
School Financial Services	<ul style="list-style-type: none">• Provide school accounting and general ledger maintenance, annual budget development, bank reconciliations and cash management functions• Prepare monthly reforecast/financial statement deliverables• Monitor state funding and state fiscal reporting (annual financial reports, program specific reporting, etc.)• Monitor budget and prepare budget revisions• Develop and monitor fiscal policy• Support ARCA Board (monthly financial presentation, periodic treasurer training)• Support ARCA during audits (annual external audits, state programmatic audits, federal grant audits)• Monitor federal and state fiscal compliance• Support grant accounting/tracking• Assist with preparation of grant budgets• Prepare grant reimbursement requests• Manage tax and other financial filings• Provide ad hoc analysis to support legislative initiatives	Accounting and Regulatory Reporting

Fiscal Services	Description	Corresponding Fee Schedule Category
Federal Programs Support	<ul style="list-style-type: none"> • Ensure funding opportunities are maximized, awards are approved in a timely manner, and programmatic and fiscal requirements are met for Title 1, IIA, III and/or IDEA funding. • Apply for funds • Determine and ensure completion of all related requirements (time/effort, parent notifications, parent involvement policy/compact, fiscal policies and internal controls, homeless policies, procedures documents) • Provide oversight and technical assistance for external audits/monitoring visits • Identify students who can be served • Ensure funds are allocated in an allowable manner both based on federal/state guidelines as well as Connections' requirements, tracking expenses, acquiring and renewing • Register for DUNS/SAM as required. 	Accounting and Regulatory Reporting
Payroll	<ul style="list-style-type: none"> • Process payroll • Calculate teacher pro-rations based on school pay calendar for new hires, position changes, terminations and leaves of absence • Manage and track payroll adjustments from multiple systems, including: stipends, special payments, teacher summer hours, benefits and leave of absence adjustments • Manage pension reporting and funding • Administer 403b plan • Remit withholdings and process annual census • Register with state and local taxing authorities and research tax notices/inquiries • Provide support for workers compensation and other audits 	Human Resources Support
Accounts Payable	<ul style="list-style-type: none"> • Establish expense reimbursement and disbursement policies that adhere to state specific guidelines • Maintain web-based expense reporting system and train and support school employees on its usage • Audit expense reports for compliance with established policies • Support school audits by providing invoice copies and other supporting data. 	Treasury Services

Fiscal Services	Description	Corresponding Fee Schedule Category
Cash Flow Protection	<ul style="list-style-type: none"> Protect the school from cash flow volatility by awaiting reimbursement of Connections charges until the school has the funds available to make payment and by allowing the school to pay in installments 	Treasury Services
School Business Support	<ul style="list-style-type: none"> Provide a broad range of school business needs such billing, reimbursement requests, and the management of third party providers (e.g., E-Rate and Medicaid reimbursement programs) 	Accounting and Regulatory Reporting
Internet Subsidy Management and Payment Processing	<ul style="list-style-type: none"> Provide subsidy to households for Internet service. Eligible households, actively enrolled at the time of disbursement, receive subsidies in the form of a pre-paid debit card Make payments to households quarterly 	Internet Subsidy Payment Processing

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

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

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

Figure 8. Breakdown of Maintenance and Operation Expenses

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Systems Administration	<ul style="list-style-type: none">Configure and support SharePoint Site Configuration, Microsoft Active Directory Administration, Email Administration through Microsoft Exchange, Microsoft Lync hosting and support; scanner/copier installation, and other initiatives as requested.	Facilities Support Services
Telecommunications Support	<ul style="list-style-type: none">Plan and design new sites/relocation including requirements gathering, site surveys, vendor coordination, phone system, equipment ordering and installation, circuit ordering and coordination of installation, programming/testing, and training.Provide ongoing support including moves/adds/changes, troubleshooting and repairs, system upgrades, maintenance of spare inventory, capacity planning and analysis/ordering of additional circuits/lines/equipment and vendor coordination.	Facilities Support Services
Networking & Internet Connectivity	<ul style="list-style-type: none">Design, procure, setup, and maintain Local Area Network, wireless connectivity, Internet service provider installation and maintenance, and firewall security services	Facilities Support Services
MIS Help Desk	<ul style="list-style-type: none">Provide ongoing technical support for all staff, students, and caretakers.	Technical Support and Repairs

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Facilities Support Services	<ul style="list-style-type: none"> • Identify facility • Assist in the negotiation of a lease • Equip facility • Ensure facility has the necessary infrastructure to support the required computer network • Bring facility into compliance with all building, zoning, and health and safety requirements. <p>Construction Phase:</p> <ol style="list-style-type: none"> 1. Produce/revise test fits and floor plans 2. Manage resources, vendors, architects and contractors 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord and Board Attorney communications and compliance <p>Occupancy Phase:</p> <ol style="list-style-type: none"> 1. Order supplemental equipment, furniture, and supplies as needed 2. Manage security, safety, and maintenance of vendors/contractors 3. Respond to and handle all emergency/disaster scenarios 4. Manage vendor/contractor invoices 5. Manage Landlord communications and compliance <p>Shutdown Phase:</p> <ol style="list-style-type: none"> 1. Manage personnel moves 2. Manage site shutdown activities 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord communications and walk-throughs 	Facilities Support Services

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Insurance/Risk Management Support	<ul style="list-style-type: none"> • Ensure compliance with all state, local, and district insurance requirements • Maintain appropriate levels of property coverage in the event of a catastrophic loss to the school facility • Maintain adequate coverage for claims against school personnel and workers compensation policies 	Facilities Support Services
Purchasing Support	<ul style="list-style-type: none"> • Support school purchasing needs related to supplies, technology, facilities, equipment, vendor contracts, and miscellaneous items 	School Administration

Connections Standard Fee Schedule can be found in Attachment 16.

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

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

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

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

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

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

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

Fully Responsive

Concerns and Additional Questions

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

Applicant Response:

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

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

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

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

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

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C21: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C24: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Assistant Principal	0	\$68,250.00	1	\$68,250.00
3	Administrative Assistant	1.5	\$31,500.00	3	\$31,500.00
4	Manager of Special Education	1	\$66,000.00	1	\$66,000.00
5					
6					
7	Subtotal:		\$205,250.00		\$320,750.00
8	Fringe Benefits (rate used <u>29%</u>)		\$59,522.50		\$93,017.50
9	Total Administration:		\$264,772.50		\$413,767.50

Regular Classroom Instruction:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
10	Teachers	15.3	\$47,250.00
11	Aides		
12	Subtotal:		\$722,925.00
13	Teacher Fringe Benefits (rate used <u>29%</u>)		\$209,648.25
14	Aide Fringe Benefits (rate used <u> </u>)		
15	Total Regular Classroom Instruction:		\$932,573.25
			\$1,834,670.25

Special Education:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
16	Teachers	2.2	\$47,250.00
17	Aides		
18	Subtotal:		\$103,950.00
19	Teacher Fringe Benefits (rate used <u>29%</u>)		\$30,145.50
20	Aide Fringe Benefits (rate used <u> </u>)		
21	Total Special Education:		\$134,095.50
			\$304,762.50

Gifted and Talented Program:

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

**Alternative Education Program/
Alternative Learning Environments:**

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

English Language Learner Program:

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

Guidance Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
42 List Positions		
43 Manager of Counseling	1	\$60,500.00
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 29%)	\$60,500.00	\$60,500.00
49 Total Guidance Services:	\$17,545.00	\$17,545.00
	\$78,045.00	\$78,045.00

Health Services:

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

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

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

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

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

Food Services:	2016-2017	2016-2017	2017-2018	2017-2018
List Positions	No. FTEs	Salary	No. FTEs	Salary
90	_____	_____	_____	_____
91	_____	_____	_____	_____
92	_____	_____	_____	_____
93	_____	_____	_____	_____
94	_____	_____	_____	_____
95	Subtotal:	_____	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____	_____
97	Total Food Services:	_____	_____	_____
98	 			
99	 			
100	 			
101	 			
102	 			
103	Subtotal:	_____	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____	_____
105	Total Data Processing:	_____	_____	_____
106	 			
107	 			
108	Subtotal:	_____	_____	_____
109	Certified Fringe Benefits (rate used _____)	_____	_____	_____
110	Classified Fringe Benefits (rate used _____)	_____	_____	_____
111	Total Substitute Personnel:	_____	_____	_____
112	TOTAL EXPENDITURES FOR SALARIES:	\$1,409,486.25		\$2,631,245.25

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#	2016-2017	2016-2017 Amount:	2017-2018 Amount:
1	No. of Students <u>600</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$3,987,600.00</u>	
2	No. of Students <u>600</u> x <u>\$26.00</u> Professional Development	<u>\$15,600.00</u>	
3	No. of Students <u> </u> x <u> </u> eligible rate* NSL Funding		
4	No. of Students <u> </u> x <u> </u> Other: <i>Explain Below</i>		
5			
	2017-2018		
6	No. of Students <u>1200</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$7,975,200.00</u>	
7	No. of Students <u>1200</u> x <u>\$26.00</u> Professional Development	<u>\$31,200.00</u>	
8	No. of Students <u> </u> x <u> </u> eligible rate* NSL Funding		
9	No. of Students <u> </u> x <u> </u> Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u>\$4,003,200.00</u>	<u>\$8,006,400.00</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)		
	Other (<i>Specifically Describe</i>)		
15			
16	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u>\$4,003,200.00</u>	<u>\$8,006,400.00</u>

EXPENDITURES

Administration:

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

		2016-2017 Amount:	2017-2018 Amount:
32	Salaries and Benefits	\$932,573.25	\$1,834,670.25
33	Purchased Services - List Vendors Below		
V - CI 1	<u>Connections Academy of Arkansas, LLC</u>	<u>\$1,384,392.50</u>	<u>\$2,784,030.00</u>
V - CI 2	_____		
V - CI 3	_____		
V - CI 4	_____		
V - CI 5	_____		
38	Supplies and Materials		
39	Equipment		
40	Other (List Below)		
41	<u>Student Testing & Assessment</u>	<u>\$80,000.00</u>	<u>\$150,000.00</u>
42	_____		
43	_____		
44	_____		
45	Total Regular Classroom Instruction:	<u>\$2,396,965.75</u>	<u>\$4,768,700.25</u>
46	Special Education:		
47	Salaries and Benefits	\$134,095.50	\$304,762.50
48	Purchased Services - List Vendors Below		
V - SE 1	<u>Connections Academy of Arkansas, LLC</u>	<u>\$100,080.00</u>	<u>\$200,160.00</u>
V - SE 2	_____		
V - SE 3	_____		
V - SE 4	_____		
V - SE 5	_____		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55	_____		
56	_____		
57	_____		
58	_____		
59	Total Special Education:	<u>\$234,175.50</u>	<u>\$504,922.50</u>
60	Gifted and Talented Program:		
61	Salaries and Benefits		
62	Purchased Services - List Vendors Below		
V - GT 1	<u>Connections Academy of Arkansas, LLC</u>		
V - GT 2	<u>Support is included in Line 47 above</u>		
V - GT 3	_____		
V - GT 4	_____		
V - GT 5	_____		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69	<u>ARCA is applying for a waiver from</u>		
70	<u>6-20-2208(c)(6) and 6-42-109</u>		
71	_____		
72	_____		
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

2016-2017 Amount: **2017-2018 Amount:**

74	Salaries and Benefits	_____	_____
75	Purchased Services - List Vendors Below	_____	_____
76	V - ALE1 _____	_____	_____
77	V - ALE2 _____	_____	_____
78	V - ALE3 _____	_____	_____
79	V - ALE4 _____	_____	_____
80	V - ALE5 _____	_____	_____
81	Supplies and Materials	_____	_____
82	Equipment	_____	_____
83	Other (List Below)	_____	_____
84	ARCA is applying for a waiver from 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	_____	_____

English Language Learner Program:

88	Salaries and Benefits	_____	_____
89	Purchased Services - List Vendors Below	_____	_____
90	V - ELL1 Connections Academy of Arkansas, LLC	_____	_____
91	V - ELL2 Support is included in Line 47 above	_____	_____
92	V - ELL3 _____	_____	_____
93	V - ELL4 _____	_____	_____
94	V - ELL5 _____	_____	_____
95	Supplies and Materials	_____	_____
96	Equipment	_____	_____
97	Other (List Below)	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	_____	_____

Guidance Services:

102	Salaries and Benefits	\$78,045.00	\$78,045.00
103	Purchased Services - List Vendors Below	_____	_____
104	V - GS1 Connections Academy of Arkansas, LLC	_____	_____
105	V - GS2 Support is included in Line 47 above	_____	_____
106	V - GS3 _____	_____	_____
107	V - GS4 _____	_____	_____
108	V - GS5 _____	_____	_____
109	Supplies and Materials	_____	_____
110	Equipment	_____	_____
111	Other (List Below)	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	\$78,045.00	\$78,045.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Health Services:		
	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	<u>ARCA is applying for a waiver from</u>		
125	<u>6-18-706</u>		
126			
127			
128			
129	Total Health Services:		
130	Media Services:		
	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	<u>ARCA is applying for a waiver from</u>		
139	<u>6-25-103 and 6-25-104</u>		
140			
141			
142			
143	Total Media Services:		
144	Fiscal Services:		
	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1	<u>Connections Academy of Arkansas, LLC</u>	<u>\$98,485.50</u>
146	V - FS2	<u>Rasco Winter Abston Moore & Associates, LLP</u>	<u>\$12,000.00</u>
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Banking fees	<u>\$1,000.00</u>	<u>\$1,000.00</u>
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$111,485.50</u>	<u>\$209,971.00</u>

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

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Salaries and Benefits		
201	Purchased Services - List Vendors Below		
202	V - DP1 <u>Connections Academy of Arkansas, LLC</u>		
203	V - DP2 <u>Support is included in Line 145 above</u>		
204	V - DP3 _____		
205	V - DP4 _____		
206	V - DP5 _____		
207	Supplies and Materials		
208	Equipment		
209	Other (List Below)		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:		
214	Substitute Personnel:		
215	Salaries and Benefits		
216	Purchased Services - List Vendors Below		
217	V - SB1 <u>Usually not required in an online environment</u>		
218	V - SB2 <u>as school staff can typically cover when a</u>		
219	V - SB3 <u>colleague is absent</u>		
220	V - SB4 _____		
221	V - SB5 _____		
222	Total Substitute Personnel:		
223	Facilities:		
224	Lease/Purchase Contract for One Full Year	\$128,000.00	\$128,000.00
225	Facility Upgrades - List Upgrades Below		
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

Total Debts:2016-2017 Amount: 2017-2018 Amount:

Other Expenditures:

List Other Expenditures Below

235
236
237
238
239
240
241

Staff Training / Professional Development
Travel and Conferences
Internet Subsidy
Legal
Insurance - Directors & Officers

\$20,000.00	\$40,000.00
\$19,800.00	\$37,890.00
\$51,637.50	\$103,275.00
\$25,000.00	\$10,000.00
\$1,500.00	\$1,500.00
<hr/>	<hr/>
\$3,999,121.75	\$7,744,676.25

TOTAL EXPENDITURES:

242

Net Revenue over Expenditures:\$4,078.25 \$261,723.75*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

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

1. School Year/School Day

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

ARK. CODE ANN. §6-16-102 School day

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

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

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

Standards for Accreditation 10.01.4 Required Time for Instruction

Standards for Accreditation 14.03

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

Legal Comments: None

Remaining Issues: None

2. Safety

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

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

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

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

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

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

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ADE Rules - School Fire Marshal

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

Legal Comments: None

Remaining Issues: None

3. CPR Instruction

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

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

Legal Comments: None

Remaining Issues: None

4. ALE

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

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

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

ADE Rules – Student Discipline and School Safety Policies 4.10

ADE Rules Governing the Distribution of Student Special Needs Funding 4.00

Standards for Accreditation 19.03

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

Legal Comments: None

Remaining Issues: None

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5. Licensure-Teacher, Administrator, Superintendent

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

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

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

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

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

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

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

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

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

ADE Rules - Licensure - Educator Licensure

Standards for Accreditation 15.01 School District Superintendent

Standards for Accreditation 15.02 Principals

Standards for Accreditation 15.03 Licensure and Renewal

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

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

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

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

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

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

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

Remaining Issues: None

6. Business Manager Qualifications

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

ADE Rules - Business Manager Qualifications

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

Legal Comments: None

Remaining Issues: None

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7. Personnel Policies/Salary Schedules

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

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

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

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

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

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

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

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

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

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

ADE Rules - Personnel Policies and Salary Schedules

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

Legal Comments: None

Remaining Issues: None

8. Insurance

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

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

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

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recruit and retain effective administrators and teachers.

Legal Comments: None

Remaining Issues: None

9. Professional Development

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

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

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

Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar

Standards for Accreditation 15.04 Professional Development and In-Service Training

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

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

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

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

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

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

The following training modules must be completed by new teachers in Connexus within the first 30 days of employment:

- *Teacher Orientation*
- *Accessibility for All – a module focusing on Exceptional Children and their needs, including 504 and IDEA compliance*
- *Internet Safety Training*
- *Students in Distress – a module focusing on the wellbeing of students including recognizing and responding to physical, emotional, and sexual abuse, child neglect, depression, suicide, and cyberbullying*

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

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

Figure 1. School Support – Instructional Services Department

Month and Session	Topics and Descriptions
September	Introduction to the School Year Cycle <ul style="list-style-type: none">● <i>Monitoring Formative Assessments and Encouraging Student Participation</i>● <i>Welcome Calls, Curriculum-Based Assessments (CBAs), and Escalation</i>● <i>Monitoring and assisting homeroom students with attendance, participation, and contacts</i>● <i>Using the School Year Cycle Radar Report to monitor escalation</i>● <i>Intervention Indicators: How to review, identify, and implement interventions</i>

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<i>October</i>	Using the Section Performance Report <ul style="list-style-type: none">• <i>Accessing and using the report to monitor student participation and performance</i>• <i>School Year Cycle Radar report - Accessing and using the report to monitor homeroom students' attendance, contacts, and participation.</i>• <i>Using LiveLesson® Session Tools to Engage Students</i>
<i>December</i>	Setting Section Stages Complete <ul style="list-style-type: none">• <i>Reviewing student grade books to determine when they are ready to have Section Stages set to Complete</i>• <i>Completing the process of setting Section Stages to Complete</i>• <i>Making changes after Section Stages have been set to Complete</i> Marking Lessons at Midyear <ul style="list-style-type: none">• <i>Fall Preliminary Retention Data View</i>• <i>Identifying the purpose of this Data View</i>• <i>Completing the Fall Preliminary Retention Data View</i>
<i>January</i>	Setting Section Stages Review <ul style="list-style-type: none">• <i>Identifying promotion criteria</i>• <i>Using the School Year Cycle Radar to identify a student's recommendation status</i>• <i>Reviewing Connexus suggestions and inputting recommendations</i>• <i>Conducting follow-up phone contacts and WebMail messages</i>• <i>Pulling individual teacher radar data for review</i>• <i>Formative Assessment Mid-Test</i>• <i>Motivating students to participate</i>• <i>Encouraging Learning Coach training and participation</i>
<i>February</i>	Helping Homeroom Students <ul style="list-style-type: none">• <i>Reviewing best practices for intervening with students in Approaching Alarm or Alarm status</i>• <i>Reviewing best practices for ensuring high levels of student engagement</i>

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

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Figure 2. Professional Development – Instructional Services Department

Topic	Activity
Week 1 <ul style="list-style-type: none">• <i>How is teaching online different from teaching in brick-and-mortar?</i>• <i>Office Hours with Professional Development</i>	<ul style="list-style-type: none">• <i>Learning about the role of a facilitator of learning and analyzing data (not re-teaching curriculum in Connexus®)</i>• <i>Using the ARCA Teacher ePortfolio to capture attendance and participation in all training and professional learning</i>• <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
Weeks 2 through 6 <ul style="list-style-type: none">• <i>Office Hours with Professional Development</i>	<ul style="list-style-type: none">• <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
Week 7 <ul style="list-style-type: none">• <i>Adobe Connect, Foundations Part 2 (continued from First 8 Days)</i>• <i>Office Hours with Professional Development</i>	<ul style="list-style-type: none">• <i>Polls, Applets, Pods – keeping sessions engaging – “how to” tutorials as recordings – course content is about why/when you use them to engage students</i>• <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
Weeks 8 and 9 <ul style="list-style-type: none">• <i>Office Hours with Professional Development</i>	<ul style="list-style-type: none">• <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
Week 10 <ul style="list-style-type: none">• <i>Revisiting CBAs and Higher-level Questioning</i>• <i>Data-driven Decisions</i>• <i>Office Hours with Professional Development</i>	<ul style="list-style-type: none">• <i>How are you doing with CBAs? What are the different levels of questioning?</i>• <i>Looking at data and making instructional decisions for personalizing instruction</i>• <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>

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Week 11 <ul style="list-style-type: none">• <i>Adobe Connect, Foundations Part 3: Targeted LiveLesson Sessions</i>• <i>Office Hours with Professional Development</i>	<ul style="list-style-type: none">• <i>Strategies for asking higher level questions in LiveLesson sessions</i>• <i>Working with targeted groups of students</i>• <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<i>Through end of December</i> <ul style="list-style-type: none">• <i>Office Hours with Professional Development</i>	<ul style="list-style-type: none">• <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<i>January</i> <ul style="list-style-type: none">• <i>Next Generation Assessments and High Stakes Assessments, Part 1</i>	<ul style="list-style-type: none">• <i>Sample questions, student expectations, and preparing students for next generation assessments</i>
<i>February</i> <ul style="list-style-type: none">• <i>Next Generation Assessments and High Stakes Assessments, Part 2</i>• <i>Using the AOPR</i>	<ul style="list-style-type: none">• <i>Sample questions, student expectations, and preparing students for next generation assessments</i>• <i>AOPR for academic progress and data analysis</i>• <i>Instructional Support Database for Resources</i>
<i>March</i> <ul style="list-style-type: none">• <i>Engaging Students in Learning</i>	<ul style="list-style-type: none">• <i>Developing grit and persistence, maintaining engagement, and understanding learning styles</i>
<i>April</i> <ul style="list-style-type: none">• <i>Helping Students Succeed</i>	<ul style="list-style-type: none">• <i>Review and analyze data from the approved Supplemental Instructional Support Programs</i>
<i>May</i> <ul style="list-style-type: none">• <i>Closing Out the Year</i>	<ul style="list-style-type: none">• <i>Developing professional learning goals for the next school year</i>• <i>Introduction to the Professional Learning 100 Series Overview</i>

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

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

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

Remaining Issues: None

10. Class Size and Teaching Load

Standards for Accreditation 10.02 Class Size and Teaching Load

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

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

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

Applicant Response:

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

ARCA proposes the following specific alternative maximum student-to-teacher ratios:

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

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

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

Remaining Issues: None

11. Food Services

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

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

As an online school, ARCA will not serve meals.

Legal Comments: None

Remaining Issues: None

12. Gifted and Talented

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

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

ADE Rules - Gifted And Talented Program Approval Standards

Standards for Accreditation 18.00 Gifted and Talented Education

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

Legal Comments: None

Remaining Issues: None

13. School Nurse/Media Services

ARK. CODE ANN. §6-18-706 School nurse

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

ADE Rules Governing Public School Student Services 3.01.6

Standards for Accreditation 16.02 Media Services

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Standards for Accreditation 16.03 Health and Safety Services

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

Legal Comments: None

Remaining Issues: None

14. Guidance Counseling Services

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

ADE Rules Governing Public School Student Services 3.01.1

Standards for Accreditation 16.01.03 Guidance and Counseling

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

Legal Comments: None

Remaining Issues: None

15. School Boards

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

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

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

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

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

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

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

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ARK. CODE ANN. §6-13-631 Effect of minority population on election

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

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

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

Legal Comments: None

Remaining Issues: None

16. Commodity Bidding

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

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

Legal Comments: None

Remaining Issues: None

17. Instructional Materials

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

ADE Rules Governing Instructional Materials 6.02

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

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

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

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

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

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

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

Remaining Issues: None

18. Annual Progress Report Publication

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

Standards for Accreditation 7.02.2 School District Goals

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

Legal Comments: None

Remaining Issues: None

19. Flags/Period of Silence/Pledge of Allegiance

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

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

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

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

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

Legal Comments: None

Remaining Issues: None

20. Adult Education

Standards of Accreditation 19.04

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

Legal Comments: None

Remaining Issues: None

21. Material Allotment to Teachers

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

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

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

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

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

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

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

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

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

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

Remaining Issues: None

22. Eye and Vision Screening

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

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

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

Legal Comments: None

Remaining Issues: None

21. Secondary Units Offered

Standards for Accreditation 9.03.1.2 and 9.03.4

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

Legal Comments: None

Remaining Issues: None

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

22. Secondary Units Offered – Instrumental and Vocal Music

Standards for Accreditation 9.03.4.5

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

Legal Comments: None

Remaining Issues: None

Desegregation Analysis: Fully Responsive

**ADE LEGAL
DESEGREGATION
ANALYSIS**

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

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

Date: September 30, 2015

I. INTRODUCTION

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

II. STATUTORY REQUIREMENTS

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

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

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

IV. ANALYSIS FROM THE DEPARTMENT

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

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

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

V. CONCLUSION

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

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

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

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

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

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

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

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

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

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

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

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

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

Applicant Response:

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

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

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

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

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

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

Applicant Response:

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

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

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

Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the obligations to the ADE. Plans for monitoring and reporting on the effectiveness of curriculum, instructional methods, and practices include:

- Student learning: The Board will hold the school faculty, staff, and its support partner accountable for student learning. Examples of student learning outcomes include measurable learning gains, performance on the state standardized tests, and meeting or exceeding Arkansas's Annual Measurable Objectives (AMO).
- Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Arkansas Connections Academy

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Arkansas Connections Academy (ARCA)

Grade Level(s) for the School: K-12 Student Enrollment Cap: 3,000

Name of Sponsoring Entity: Arkansas Connections Academy, Inc.

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

Not Applicable

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

Address: 2224 East Tall Oaks City: Fayetteville

ZIP: 72703 Daytime Phone Number: (47+) 422-9365 FAX: (41+) 510-1454

Email: ArkansasConnectionsAcademy@gmail.com

Charter Site

Address: 609 SW 8th Street City: Bentonville

ZIP: 72712 Date of Proposed Opening: August 22, 2016

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: (20+) 297-8738

The proposed charter will be located in the Bentonville 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: Carla Hartwell Position: Board Secretary State of Residence: AR
Name: Melissa Nelson Position: Connections VP State of Residence: MN
Name: Bryce Adams Position: Connections Exec Dir State of Residence: TX
Name: Lyn McCullen Position: Connections Sr 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.

15,081 (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; licensed teachers actively engaged with students and families; 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:

In "The Rise of Online Education" Clayton Christensen and Michael Horn observed, "...[T]he rise of online learning carries with it an unprecedented opportunity to transform the schooling system into a student-centric one that can affordably customize for different student needs by allowing all students to learn at their appropriate pace and path, thereby allowing each student to realize her fullest potential." (Clayton Christensen and Michael Horn. "The Rise of Online Education". Washington Post, 11 October 2011. Available at <http://www.washingtonpost.com/national/on-innovations/the-rise-of-online-education/2011/09/14/gIQA8e2AdL_story.html>)

ARCA will provide students with a student-centric, whole-school experience with academic, behavioral, emotional, and post-secondary supports. The personalized approach to learning will benefit each and every student, including those who struggle academically as well as high achievers. The placement process will ensure that each learner is provided with the most appropriate curriculum, pacing, teaching approach, and support from the first day.

ARCA's full-time public school experience will include licensed teachers, award-winning curriculum aligned to the Arkansas Curriculum Frameworks, and personalized learning plans for each student. ARCA will promote academic and emotional success for all learners by combining the best in online education with real and engaging connections among students, families, teachers, and the community. Students at all grade levels participate in clubs, activities, field trips, and electives. In addition, high school students will have individualized and supported progression plans focused on college and career readiness in order to realize their full potential after graduation.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The ARCA Board hosted three public hearings to assess support for its charter application:

- July 17, 2015 at 6:00 PM
Holiday Inn Express & Suites Bentonville
2205 S.E. Walton Blvd
Bentonville, AR 72712

- July 18, 2015 at 2:00 PM
Hilton Garden Inn North Little Rock
4100 Glover Lane
North Little Rock, AR 72117

- July 27, 2015 at 9:00 AM
Holiday Inn Express & Suites Bentonville
2205 S.E. Walton Blvd
Bentonville, AR 72712

The July 17th public hearing in Bentonville was attended by six people. Board President Dennis Beck spoke about the effectiveness of online learning. The audience discussed the flexibility available to students in an online school, particularly in pursuing extracurricular activities, and the differences between a public online school and homeschooling. It was made clear to the audience that while there is flexibility in scheduling coursework, ARCA will have required state assessments, certified teachers, and a curriculum aligned to state standards.

The July 18th public hearing in North Little Rock was attended by three people. The audience had some prior knowledge of online schools from speaking with parents of student-athletes in other states and previous enrollment with other providers (both private and public). The response to the presentation was overwhelmingly positive, with interest in the personalized instruction, IEP services, and connections with other students.

The July 27th public hearing in Bentonville received two RSVPs but was unattended.

Evidence of Public Support Exhibited at the Hearing

There were nine attendees at the hearings. Response at the hearings was positive and participants made the following comments:

- "I've heard great things about Connections from [Oklahoma, Louisiana, and Texas] parents at gymnastics meets. I wish Arkansas had this option too."
- "We need the flexibility but I don't want to homeschool. I really like that you have certified teachers and NCAA accreditation."
- "I think my son would learn better with the one-on-one attention."
- "My son wants to be an FBI agent and was told he needs to study Chinese, Arabic, and computer programming. It's great you can offer those across the state."
- "There are so many parents out there who don't even know about this option who are going to love it."

Documentation of Required Notices Published to Garner Public Attention

Copies of the notices are provided in Attachment 2.

The notice for the first and second public hearings ran in the Arkansas Democrat Gazette (statewide edition) on 6/21/15, 6/28/15, and 7/5/15. It was not placed in the Legal Notices or Classifieds section. The hearings were held on 7/17/15 and 7/18/15. The notice was posted for three consecutive weeks with the last notice being not less than seven days before the first hearing. Superintendents throughout the state were notified via email.

The first notice stated, "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 17, 2015 - 6:00 PM

Holiday Inn Express & Suites Bentonville, 2205 S.E. Walton Blvd, Bentonville, AR 72712

Saturday, July 18, 2015 - 2:00 p.m.

Hilton Garden Inn North Little Rock, 4100 Glover Lane, North Little Rock, AR 72117"

The notice for the third public hearing ran in the Arkansas Democrat Gazette (statewide edition) on 7/9/15, 7/15/15, and 7/20/15. It was not placed in the Legal Notices or Classifieds section. The hearing was held on 7/27/15. The notice was posted for three consecutive weeks with the last notice being not less than seven days before the first hearing. Superintendents throughout the state were notified via email.

The second notice stated, "Notice of Public Hearings: Arkansas Connections Academy announces a public hearing 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.

Monday, July 27, 2015 - 9:00 AM

Holiday Inn Express & Suites Bentonville, 2205 S.E. Walton Blvd, Bentonville, AR 72712"

In addition to the three public hearings, nine online and twelve in-person information sessions were conducted to ensure information regarding the school reached as many students and families throughout the state as possible. In-person sessions were offered:

- 5/27/15 at 10:00 AM - The Perfect Cup in Camden
- 6/8/15 at 6:00 PM - Mylo Coffee Co. in Little Rock
- 6/10/15 at 10:00 AM - Community Bakery in Little Rock
- 7/19/15 at 7:00 PM - Old Sawmill Cafe in Forrest City
- 7/20/15 at 9:00 AM - Howard's Donuts in West Memphis
- 7/20/15 at 12:00 PM - Shipley's Do-Nuts in Blytheville
- 7/20/15 at 7:00 PM - Starbucks in Jonesboro
- 7/21/15 at 9:00 AM - Midnight Oil Coffee House in Searcy
- 7/21/15 at 12:00 PM - Starbucks in Conway
- 7/21/15 at 7:00 PM - Anne's Country Cafe in Pine Bluff
- 7/22/15 at 9:00 AM - Shipley's Do-Nuts in Monticello
- 7/22/15 at 11:00 AM - Community Bakery in Little Rock

Documentation of Required Notices of the Public Hearing to Superintendents

On 7/6/15, Dennis Beck, ARCA Board President, sent an email to superintendents throughout the state notifying them of the first two public hearings with an additional email sent on 7/9/15 notifying superintendents of the third public hearing. Email addresses were gathered from the Arkansas Department of Education and district websites. Several email addresses were returned as not having been delivered. New email addresses were located for those recipients and new emails were sent to ensure that the superintendents received notice of the public hearings. Copies of the emails 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:

ARCA acknowledges the Charter Authorizing Panel and the State Board of Education are both authorizing agents for charter schools in the State of Arkansas.

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 educational services provider for the school.

ARCA received non-profit 501(c)(3) status in January 2015 and is eligible to sponsor a public charter school in Arkansas (documentation provided in Attachment 1). The school will conduct its affairs as a governmental entity

exempt from federal income taxes under Section 115 of the U.S. 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 and Grant Writing in Instructional Technology and has 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, the National Catholic Education Agency's (NCEA) 2005 Leonard F. DeFiore Parental Choice Advocate Award, and the 2008 John T. Walton Champions for School Choice Award from the Alliance for School Choice.

Carla Hartwell, Board Secretary, is a parent of three children, former substitute teacher, and homeschooler of her second child. Carla has experience as a Learning Coach with her middle child, who was previously enrolled in Arkansas Virtual Academy with much success. She strongly believes in providing online learning options for all Arkansas children and expects to enroll her youngest child in Arkansas Connections Academy.

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 is a standalone corporate entity with non-profit status 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 a positive and effective relationship with the ADE and the State Board of Education.

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 a combination of autonomy and accountability. The Board will oversee the charter and use 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 of 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 support the Principal and administrative team, who while implementing the policies and procedures of the Board, will in turn supervise and support the teaching staff. The Board will oversee the management of the charter school and be legally accountable for its operations. The Board will set policy and select contractors, including those providing the school's day-to-day operations, curriculum, technology, and instructional services. ARCA anticipates contracting with Connections for educational and operational support, with the approval and oversight of the Board. Working with the Principal and School Leadership Team, Connections will hire and employ the instructional staff with Board approval. 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 to stakeholders. The Board will meet approximately ten times per year in open session to fulfill its duties and may create subcommittees or task forces to carry out special tasks.

ARCA's instructional leader will be the Principal, who will be selected by the Board and serve at its pleasure but will be employed and supervised by Connections under the guidance of the Board. The Principal will build

consensus as well as inspire teachers to teach, students to learn, and parents to engage in their children's learning. The Principal is responsible for 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 Connections. Since the Board selects, evaluates, approves compensation for, and retains the power to fire the Principal, the Board has influence over the Principal.

Policies and Procedures for Board Operation

Board Composition

The Board will consist of parents, educators, and 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 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. The Board intends to recruit at least one parent of an enrolled student to serve as a member.

Each Board member brings unique skills and expertise to support ARCA and to 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. The wide range of expertise on the Board demonstrates the capacity for initial start-up operations and the successful launch of the school for fall 2016.

The officers will be a President, a Treasurer, and a Secretary. All will be voting Board members. The members will choose officers in accordance with the Bylaws.

Member Term Length

Members will serve staggered terms of one, two, or three years. The Board may renew a Member with an expiring term for an additional three-year term.

Member Selection

The Board is self-perpetuating with new members selected by the Board 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 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 and that the candidates are supportive of the school's mission. During an open meeting, the Board will meet with the candidates as described in the Bylaws. The Board members shall be elected at any duly organized meeting of the Board by a majority of the Directors then in office.

Roles and Responsibilities

The Board sets policy and selects contractors, including those providing 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
- Practice strategic planning
- Select contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements
- Assess the school's performance
- Exercise sound legal and ethical practices and policies
- Ensure that the school adheres to the same safety, civil rights, data privacy, and disability rights requirements as are applied to all public schools operating in Arkansas
- Comply with state and federal reporting requirements
- 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
- Oversee, protect, and defend the legal interests of the school

- Advocate good external relations with the ADE and its Charter Office in the Division of Learning Services, the State Board of Education, school districts, parents, students, media, and the wider community

Once the charter is approved, the Board expects to attend trainings and meetings as may be appropriate to governing the school. 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 governance, 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.

School administrators and staff will also support the school. School administrators and staff will be employed by Connections through a professional services agreement, but will serve at the pleasure of the Board. The employee wages related to these positions, which are 100% dedicated to ARCA, will be reimbursed to Connections at cost. The school will be staffed with the following positions:

- Principal
- Assistant Principal(s)
- Administrative Assistant(s)
- Manager of Special Education
- Manager of Counseling
- Qualified Teachers
- Advisory Teachers/School Counselor(s)
- Special Education Teachers

Involving Parents, Staff, Students and Community

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

Administrators lead the school, direct 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 Special Education and English Language Learner (ELL) students. Teachers also influence the curriculum and instruction 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 with 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 school website. ARCA will make all Board minutes available to families on request and will report on Board activities in the newsletter. The Board will aim to have at least one parent of an ARCA student on the Board. The Board will also have a public comment policy to support parent interaction.

Volunteer parents will serve as Community Coordinators and develop a vibrant and active school community. In addition to facilitating family get-togethers and formal field trips, Community Coordinators and ARCA staff will also reach out to community-based organizations and businesses to coordinate face-to-face community service opportunities. Students and families will have the opportunity to participate in regular field trips and outings 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 provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to needs of the parent community. Parental feedback is 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. 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.

The independent evaluation results are used to ensure effective parent satisfaction with the program. Faculty and administration use these results to undertake continuous school improvement and focus on areas where improvement is needed. Parent satisfaction is key to monitoring the success of the program.

An independent February 2015 survey of families with students enrolled in schools supported by Connections found the following:

- 95% of parents agree that the curriculum is high quality
- 95% of parents agree that their children are satisfied with the program
- 96% of parents are satisfied with their teachers' helpfulness
- 93% of parents are satisfied with the variety of learning activities
- 93% of parents would recommend Connections Academy to other families
- 93% of parents agree that our technology tools improve their child's learning experience

Students provide feedback on courses and teachers. Input will be gathered on an ongoing basis via StarTrack. A StarTrack box requesting text feedback and ratings on a five-star scale is embedded in virtually every lesson in the curriculum and on the home page for each Learning Coach. Data gathered from this feedback is examined carefully and acted upon by school staff and Connections. As of March 2015, 736,049 lesson ratings have been submitted during the 2014-15 school year in schools supported by Connections, with an average rating of 4.20 out of five stars.

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 continue to take full advantage of valuable community partnerships to ensure that the school reflects the needs and wishes of the wider Arkansas community.

The school will actively seek out community organizations to partner with and provide real connections among students and 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 organizations about ARCA's unique school model and to find opportunities to work together. The Board plans to continue these discussions after the school has been approved and identify specific activities in which students 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, recommendation, and approval 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 and maintain responsibility for ensuring that the charter school program meets all of the 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, in consultation with the Board and following the 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, data privacy, and disability rights requirements as are applied to all public schools operating in Arkansas. The Board will also be responsible for ensuring 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.

New policies may be suggested by parents, school staff, or others, but the development of those policies will be the responsibility of the Board with advice from its independent legal 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 for the Board to make appropriate policy decisions that will affect the operation of the school and the work environment for students and staff.

The Board is a non-profit entity with 501(c)(3) status. By conferring this status to the Board, the IRS validates the independence of the school's corporation. ARCA is not related to nor is it a part of a holding company system and the Board does not include, and will never include, an employee or former employee of Connections.

B. The Board plans to contract with Connections to recruit the Principal (the final decision-maker identified in A(3)) 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's performance. Annual performance will be based upon meeting school goals, staff evaluations, and input from Connections based upon their experience interacting with Principals and supporting 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's leadership will also be accountable to the parents. The parents will participate annually in a survey to provide feedback and input to the school.

The Board will also institute a parent grievance resolution process to ensure parent 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; licensed teachers actively engaged with students and families; 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 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Bentonville Public School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	88.59	87.08	85.92
Targeted Achievement Gap Group	74.14	74.55	77.90
African American	82.64	79.73	75.00
Hispanic	83.85	79.31	83.90
White/Caucasian	89.17	88.00	86.76
Economically Disadvantaged	78.91	77.26	75.80
English Language Learners/ Limited English Proficient	77.52	76.80	92.11
Students with Disabilities	45.34	53.99	76.32

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Bentonville Public School District	
Campus Name	RE Baker	
Grade Levels	Grades K-4	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	84.88	91.22
Targeted Achievement Gap Group	58.97	74.36
African American	n < 10	n < 10
Hispanic	n < 10	n < 10
White/Caucasian	85.03	91.44
Economically Disadvantaged	68.18	86.36
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	43.48	60.87

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 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	85.53	77.84
Targeted Achievement Gap Group	70.10	64.71
African American	66.67	66.67
Hispanic	78.13	65.63
White/Caucasian	86.32	78.95
Economically Disadvantaged	76.65	67.07
English Language Learners/ Limited English Proficient	72.73	63.64
Students with Disabilities	33.87	37.10

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 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	91.52	88.98	85.92
Targeted Achievement Gap Group	74.22	80.42	77.90
African American	86.21	85.90	75.00
Hispanic	84.54	80.43	83.90
White/Caucasian	93.17	90.39	86.76
Economically Disadvantaged	83.23	84.59	75.80
English Language Learners/ Limited English Proficient	73.91	79.05	92.11
Students with Disabilities	40.51	67.72	76.32

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 will be located. In the second, provided in Attachment 14, we provide data for statewide averages.

ARCA will operate as a K-12 statewide online public school, meaning its positive impact will not be constrained to 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 specific benefits for those students in school districts statewide, including Bentonville, in need of 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.

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 public schools across the country. According to the 2014 Keeping Pace Report, 30 states plus Washington DC have fully online schools operating statewide in 2014-15. Statewide virtual schools had about 740,000 course enrollments in 2013-14. About 315,000 students took all of their courses online in 2013-14, growing 6.2% from 2012-13. (<http://www.kpk12.com/states/>)

ARCA will serve students who want or need a full-time online educational environment for a variety of reasons, including:

- Students not on pace with their peers in school, including students coping with social issues.
- High-achieving students who wish to take AP, language, and elective courses that may not be offered locally
- Students who have been bullied or subjected to unwanted social pressures.
- Students with special learning needs. Arkansas reported in 2014 that 11% of students qualified to receive

- special education services. (<https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2014>) As shown previously in the charts, these students significantly lag in proficiency rates.
- Students undergoing medical treatment or are homebound due to illness or physical/emotional disability.
 - Students in rural communities who may spend several hours on a school bus each day and lack access to public school options. According to the Rural School and Community Trust, 40% of Arkansas students are rural (http://www.ruraledu.org/user_uploads/file/2013-14-Why-Rural-Matters.pdf)
 - Students with family livelihood responsibilities. According to Kids Count, there were 288,969 students qualifying for free and reduced lunch in 2014, representing a large population that may need flexibility for the parents' or students' work. (<http://datacenter.kidscount.org/data/tables/256-number-of-students-receiving-free-and-reduced-school-lunch?loc=5#detailed/2/any/false/869,36,868,133/any/9778>) Participation rates in the FRL program are higher in rural areas.
 - Students who need a more flexible learning environment, including students pursuing artistic or athletic careers.

Some of these students will enroll for a shorter period of time then return to their previous schools; others will choose to stay enrolled as long as is appropriate for their child.

In the 2014-15 school year, there were 476,083 public school students across Arkansas. (<http://www.arkansased.org/about-ade/fast-facts>) In the majority of districts, families are assigned to their closest school, regardless of fit, and homeschooling is the only alternative. Families in some districts have limited choices based on local charter school availability. As of now, only 2,000 Arkansas students are able to enroll in the state's sole full-time online public school option (an average of 165/grade for the whole state). The choice of a second online public school will encourage online schools, as well as traditional schools, to innovate.

There is strong demand in Arkansas for alternatives and in particular for online education. Since January 2011, without any marketing or parental outreach efforts, over 4,000 Arkansas families have expressed interest in learning more about a Connections program once available. The Board anticipates that a broad range of students from across the state will enroll once information about the school is widely available. ARCA's student population may have an over-representation of students who are struggling academically or credit deficient and would benefit from an individualized program.

As indicated in the statewide data provided in Attachment 14, economically disadvantaged students and Students with Disabilities do not perform as well as their peers. Schools supported by Connections have performed particularly well with these underserved populations. Among all schools supported by Connections, low-income students in nearly 80% of school grades outpace the statewide reading performance 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%. Schools supported by Connections have also 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/>)

ARCA will provide opportunities for students who may have otherwise been unsuccessful in their educational and non-academic goals. Supporting the academic and non-academic goals of students will ultimately have a positive impact on individual student's lives and the state's economic future.

View the videos at the following URLs for personal stories from online school students attesting to how online schooling helped them succeed:

- 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 bullying he experienced in his brick-and-mortar school. (<http://www.connectionsacademy.com/our-program/students/beau-patterson.aspx>)

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 school district, ARCA will also meet the needs of students and families statewide, bringing new courses, particularly college-level and career/technology electives, to students who previously lacked access to these courses. A high-quality statewide online school leverages excellent teachers and curriculum to meet the needs of students who need this option.

ARCA will bring opportunities similar to what is currently provided at Louisiana Connections Academy (LACA), a school supported by Connections 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 courses that many Arkansas students are not typically 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 that allow students to explore future career interests in business, law, criminal justice, medicine, management, and marketing

In addition to these courses, ARCA can offer students anywhere in the state dozens of clubs and activities as well as resources that will help prepare them for the global economy. The personalized approach at ARCA will help students develop critical skills, including independent thinking and problem solving. Students are also able to collaborate with people in their community and potentially across the globe.

Students will have access to more than 27 clubs and 14 special events (e.g., talent shows, virtual art galleries, cards for hospitalized children) through which they can explore interests beyond the classroom, develop leadership skills, and make friends within the school. An online yearbook allows each student to create a personal page including photos, videos, responses to poll questions, and autographs collected from friends. Clubs and activities include online and in-person meetings. Some of the online clubs and activities include:

- **Art Club:** The Art Club sparks students' creativity by exploring art, photography, and graphic design. Students explore the nuances of each medium and have opportunities to create and share their own creative designs. Optional LiveLesson sessions let students interact with art experts. This club is available to students in grades 6-12.
- **Broadcast and Theater Arts Club:** Students in grades 6-12 learn about choreography, set design, and tech crew for on- and off-Broadway productions. Working both individually and collaboratively, students are encouraged to write their own plays and musical scores. Students also learn about the history of and trends in broadcast media, exploring print, audio, and video mediums. LiveLesson sessions provide opportunities for students to share their theatrical talents as well as segments similar to those on television news magazines.
- **Career Club:** The Career club encourages students to learn about potential careers and explore fields that interest them. The club enables middle school students to enter high school with a direction in mind, making them more likely to embrace and succeed in a high school program that prepares them to pursue their career interests. At the high school level, this club facilitates the identification of a career goal and guides students to the postsecondary education needed to achieve it.
- **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 the games begin. Students can even play in a national tournament on an exclusive Connections site.
- **College Planning Club:** Designed for students in grades 9-12, this club helps those students who plan to attend college develop a portfolio that focuses on elements sought by college admissions committees.
- **First Generation Student Club:** Exclusively for high-achieving students who aspire to be the first in their families to graduate from college, this club provides high school students mentoring, advice, and personal development activities to help them prepare for a challenging and successful future.
- **Leadership and Global Awareness Club:** Students in middle and high school who are natural leaders in their communities are challenged to take on a leadership role at the state, national, and international levels. Students meet regularly to discuss, plan, and share service learning projects and outcomes. Additionally, students learn about various global cultures historically and presently in an effort to better prepare themselves for careers and lives in our global economy.

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. 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 Talent Networks devoted to fostering focused growth. The Talent Networks will give exceptional students the opportunity to network with other students in their areas of interest. The programs will also provide guest speakers, collaborative projects, activities, and competitions to help students excel in their fields.

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 Central Arkansas, University of Alabama, Savannah College of Art and Design, Louisiana State University, Southern Methodist University, University of California, Berkeley, Yale University, Tulane University, University of North Carolina at Chapel Hill, and hundreds of other colleges. The counselor(s) 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 student outcomes.

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

Applicant Response:

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

Education Management System

- **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 assignments and tracks activity (whether on or offline) while monitoring the completion of individual lessons as well as the mastery of discrete skills and knowledge. This all occurs under the watchful eye of administrators, teachers, and Learning Coaches. Data-driven homepages provide teachers and administrators real time data to facilitate personalized instructional programming. Connexus operates within a secure 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. New releases and updates are automatically provided.
- **StarTrack™:** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from one to five stars and to give detailed feedback.
- **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 and completion of middle school courses.
- **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.

Student Performance Data

- **Student Status/Escalation Process:** The school will track and report ongoing student progress based on objective data generated by Connexus. Staff will analyze attendance, participation, performance, assessments, 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 are effectively participating and learning.

- **Intervention Indicators:** Intervention Indicators will be displayed on the teacher home page in Connexus to facilitate teachers' ability to identify students who 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' ability 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.
- **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. These reports identify the objectives students should master by the end of a grade level based upon the Arkansas Curriculum Frameworks 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 eight curriculum-based assessments (CBA) via telephone conversation per year 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.
- **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. 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.

Instructional Model

- **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 place them in appropriate courses. A Personalized Learning Plan (PLP) will then be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need to improve and areas in which they can build on their strengths.
- **SSTAIR™:** This instructional model links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting assessment 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 tracks students' response to the implemented interventions by skill/standard. SSTAIR is an acronym for Skills, Standards, Assessments, Intervention, and Response.
- **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.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian selected during the enrollment process who will work in person 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. Connections' "Get Coaching" program provides direct support to Learning Coaches through its three program components: Learning Coach Resources (synchronous and asynchronous), Learning Coach Link (monthly newsletter), and Learning Coach Central (web-based site for connecting Learning Coaches to one another and essential resources).
- **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™.
- **Teachlet® Tutorials:** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, 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.

Students learn best in a safe and positive environment in which they are respected, accepted, valued, and

nurtured as unique individuals and challenged to achieve their full potential. Students succeed academically when 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. Supported by Connexus and student performance data, the school will use the PLP and a variety of interventions to ensure students are on track and thriving academically.

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
1) Proficiency 3-5: Official published state test proficiency rates for school grades 3-5 will meet or exceed state averages	ACT Aspire	0.90 ratio of school results to state averages on ACT Aspire. Ratio calculated for each grade, and overall average weighted by number of each test taken by ARCA students	End of School Years 2-5
2) Proficiency 6-8: Same goal as above for grades 6-8	ACT Aspire	Same performance level as above for grades 6-8	End of School Years 2-5
3) Proficiency HS: Same goal as above for high school grades	ACT Aspire and ACT	Same performance level as above for high school grades	End of School Years 2-5
4) Growth 4-5: Students returning in grades 4-5 will demonstrate proficiency or improvement from the lowest score level or range of scores to the next higher level or range of scores in reading and math	ACT Aspire	70% of reading and math tests taken by students returning in grades 4-5 result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	End of School Years 2-5
5) Growth 6-8: Same goal as above for grades 6-8	ACT Aspire	Same performance level as above for grades 6-8	End of School Years 2-5
6) Growth HS: Same goal as above for high school grades	ACT Aspire and ACT	Same performance level as above for high school grades	End of School Years 2-5

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:

ARCA will have specific, measurable, and attainable objectives for success based upon the academic progress of its students and the school's performance on several academic measures.

Attaining Goals Demonstrates that ARCA is Meeting Educational Need and Fulfilling its Mission

By attaining these goals, the school will fulfill its mission of offering students access to a quality education.

ARCA will support a complete public school experience for students by focusing on students' academic growth,

social and emotional needs, and post-secondary goals.

ARCA administration will use Connexus, the EMS provided by Connections, to closely monitor the school's overall success and ensure students are on track for success on state assessments and the ACT. The Principal, in collaboration with school 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 goals and the performance of the Principal and staff will be measured in part against them.

As a public school, ARCA will measure and annually report the academic achievement of all students, as well as the 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. State assessment data will be reported through the ADE and logged in Connexus to complete a data snapshot of student academic performance.

The school will periodically account for its progress against its student performance goals to all stakeholders, including parents/guardians, the ADE, and community. In addition, the Board may contract with an outside evaluator (such as a university) to assess the school's overall performance against its mission on a longer-term basis. In addition, in an effort to ensure transferability of credits, ARCA will apply for accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CAS) within the first three years of operation. This accreditation is similar to those received by other schools supported by Connections.

Responsibility for monitoring, evaluating, 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, its charter, and Board-approved school policy.

Valid and Reliable Assessment Approach to Measure Progress Toward Goals

Each student will be assigned an Advisory Teacher/School Counselor who, in collaboration with the Learning Coach, develops a Personalized Learning Plan 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.

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 applicable to all Arkansas public schools.

The following paragraphs describe the assessments ARCA will use to evaluate the progress of students and cohorts toward school goals.

State Testing: ARCA will meet all requirements for state-mandated assessments. 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 of Directors will ensure the school complies with the statewide system of assessment and accountability applicable to all Arkansas public schools.

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 the course placement and instructional needs of students.

Assessment Objective Performance Reports (AOPR): This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science 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 display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method:

- Enhances the multi-tiered instruction model
- Identifies essential skills and standards by subject/grade level
- Identifies how and where these essential skills and standards are assessed within the program
- Supports a Response to Intervention model
- Provides access to and analysis of real-time data to determine mastery/proficiency
- Incorporates data-driven decisions throughout instruction
- Maximizes use of the instructional support programs, resources, and data; identifies tiered interventions for non-mastered/proficient skills and standards, and identifies students' response to the implemented interventions

LEAP: LEAP provides essential yearly progress 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. This assessment tool, updated annually based on a review of student performance on specific questions, is a web-based criterion-referenced test which gives teachers diagnostic results on reading and math. LEAP was updated for content in 2013-14 and aligns with state standards and required state tests. At ARCA, it will be used for students in grades K-8. It includes a technology-facilitated pre-, mid-, and post-test.

The assessment systems are designed based on a pre-test and post-test to ensure that:

- The pre-test and post-test assess the same objectives
- Ample opportunity is given to students to demonstrate mastery in each sub-category
- The pre-, mid-, and the post-tests are at the same difficulty level

To ensure content validity, items are selected from a larger databank of test questions previously tested for grade appropriateness, readability, and item difficulty. Each item is also evaluated to be included based on specific criteria such as clearly assessed content standards and that it contained a set of alternatives that were plausible.

Teachers monitor the results of the LEAP through Connexus. Results from the LEAP are included in the data (a combination of prior year test scores and current and prior LEAP and the Scantron® Performance Series scores) used to assign student intervention indicators on a teacher's home page.

Teachers then take action and modify instruction based on the intervention indicators. Students assigned a red indicator require intervention. Students assigned a yellow indicator may require an intervention in math and reading. Students assigned a green indicator will be monitored for changes but will not require additional assistance at that time.

ARCA administrators and teachers may assess high school students with the Scantron® Performance Series, a web-based, computer-adaptive, norm-referenced test. It is a valid, reliable, current test that measures student proficiency in reading and mathematics. It provides a scaled score that can be used to measure academic growth, and therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that ARCA will use provides teachers with reports and information to address individual student needs.

The Scantron® Performance Series gives the teachers' diagnostic results in English Language Arts, reading, and mathematics. It provides a large pool of items to pull from in order to create test session for students. The Scantron® Performance Series provides a wide variety of normative scores, as well as sub-test scores. The Scantron® Performance Series uses standards from the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the National Assessment of Educational Progress

(NAEP).

Ongoing Informal Assessments: In all courses, students will engage in 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 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.

Response to Intervention: Data is used throughout the school year to implement a Response to Intervention model for all students. Students who are struggling with the curriculum are identified by teachers and assigned Tier 1 (adaptations) 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 displays a student performance dashboard and 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, communicating with parents, 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.

Tracking Student Work Online: Connexus captures all necessary data about students, their attendance, and their performance. This data will be accessible to school administrators, teachers, and Learning Coaches on a moment-by-moment, day-by-day basis. The school will track and report ongoing student progress based on the objective, quantitative data generated by Connexus.

Staff members will analyze attendance, participation, performance, assessment submissions, lesson completion, and teacher contact. The student status will be displayed to parents, Learning Coaches, and students on the home page for instant identification of potential problem areas. The Escalation Process will go into effect when students are in statuses other than "On-Track" to ensure students being educated appropriately and receiving any appropriate interventions.

Both Learning Coaches and teachers will have access to an electronic grade book that tracks all results and serves as the basis of changes in the student's learning plan. ARCA will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing.

Tracking Student Work Offline: Teachers will track students work offline through multiple avenues, including communications with students and Learning Coaches to monitor the student's progress. Scheduled phone calls, WebMail, 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. Communications that take place offline are documented in each student's log in Connexus; the data can be accessed by teachers and school administrators through a variety of reports.

Throughout each unit of study, students may be required to complete offline or phone-based assessments when

the format requires, including submitting certain kinds of work samples.

Training Teachers to Monitor Student Work: Teachers will receive intensive professional development both prior to and throughout the school year. Training for teachers at a new virtual school includes a combination on in-person and online training. Professional development throughout the school year will focus on monitoring student performance both online and offline based on available data. The school will use the National Standards for Quality Online Teaching published by the International Association for K-12 Online Learning (iNACOL) ([available at <http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf>](http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf)) and the Connections Core Standards for Facilitating Student Learning as guides for pinpointing necessary teacher skills and professional development requirements.

The Principal and all teachers will complete the Teacher Orientation Course, which is delivered through Connexus and contains lessons, assessments, and links to online tutorials. This course focuses on preparing teachers to teach through the Connexus platform. It covers curriculum, assessment, personalizing instruction, school year events, grading and the Grade Book, communication, and essential Connexus tools. This course also covers how to monitor student progress, assign tiered-supplemental instructional support programs based on that data, and how to log offline communications within Connexus.

In April 2015, Connections was recognized with a Silver Award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA) for its Professional Learning Model. This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the PK-12, Higher Education, Corporate, Government, and Telehealth markets.

Ongoing Communication with Learning Coaches: At ARCA, communication with parents and Learning Coaches will be frequent and purposeful throughout the school year and will 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, progress within the curriculum including frequent and substantive feedback from the teacher, and optional face-to-face meetings will all be used to help teachers gauge students' mastery of concepts and to determine appropriate instructional recommendations. A 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.

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

Applicant Response:

Typical Student Day

The instructional time commitment required by ARCA's online program is comparable to that of a traditional school day. Because online learners do not face the distractions and interruptions of a typical school setting, 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; 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. The program provides for and offers more than the minimum requirements for instructional time for every grade.

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 9 a.m. and 3 p.m. Students create daily checklists to ensure they are staying on-task. The daily routine may include checking WebMail, looking at the To Do List on their Connexus home page, reviewing the daily planner in Connexus, attending scheduled synchronous sessions, and completing lessons listed in the planner. Students see which lessons are due in bolded text and as lessons are completed, they change from bold to regular text. Students can access lessons directly from their daily planners. In addition, students can access any notes or tips provided by their teachers and view important course-related information like LiveLesson schedules, recordings, and supplemental materials. Students in grades 3-12 can track their progress and grades at any time in the Grade Book. Learning Coaches can view their students' Grade Book at all grade levels.

For example, a school day for first grade student might consist of the following:

Morning

- Learning Coach logs on, reads Webmail messages, and reviews lessons the student is expected to complete.
- Student reads and responds to WebMail messages from teacher about student progress (with the help of the Learning Coach depending upon reading level).
- Student participates in a LiveLesson session for math 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 takes a quiz online.
- Student goes outside for a playground activity with Learning Coach.

Afternoon

- Student makes sandwich for lunch, as part of the Practical Living Skills activity.
- Student completes a science lesson and finishes reading a non-fiction reading selection (with the help of the Learning Coach depending upon reading level).
- Student does hands-on science experiment outside with Learning Coach.
- Student goes to soccer practice and the local library.
- After returning, student completes art lesson and then participates in Book Club.
- Learning Coach confirms completed lessons and records student attendance.
- Learning Coach and student review next day's schedule and prepare accordingly.
- Learning Coach and student review next day's schedule and prepare accordingly.

Elementary Schedule for All Grade Levels

ARCA will meet state requirements of courses offered at appropriate grade levels and will comply with Standards for Accreditation 9.03.2 (annual instruction content areas for Grades K-4) and Standards for Accreditation 9.03.3 (annual instruction content areas for Grades 5-8).

Although students in a full-time online school have flexibility in their daily schedules, the following lessons will be scheduled on a weekly basis for students in elementary grade levels, K-8:

Kindergarten-4th Grade:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-4 lessons per week
- Science, 3 lessons per week
- Fine Arts, 1-2 lessons per week
- Educational Technology, 1 lesson per week, which introduces Tools for Learning
- Physical Education & Health, 1 lesson per week, which includes safety content

Practical Living Skills/Career Exploration are integrated in all courses with real world connections through portfolio activities and career exploration connected to student's learning in content areas.

5th-8th Grades:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-5 lessons per week

- Science, 4-5 lessons per week
- Fine Arts, 1-2 lessons per week
- Educational Technology, 1 lesson per week, which introduces Tools for Learning
- Physical Education & Health, 1 lesson per week, which includes safety content

Career and Technical Education are integrated into all courses and career education is woven throughout the content areas so that students can see the connections between the content they are learning and associated careers.

Social Studies in each elementary grade level will include units on the history and culture of Arkansas, with an emphasis on Arkansas history and culture in Grades 4 and 5. Social Studies lessons at all grade levels will include foreign language experiences.

Secondary Grade Level Expansion

To accommodate a phasing in of secondary grade levels, ARCA is requesting an initial but expiring waiver from the Standards for Accreditation 9.03.1.2 and 9.03.4 requirements that 38 units be taught annually in secondary schools.

ARCA anticipates serving Grades K-9 in Year 1 (2016-17), Grades K-10 in Year 2 (2017-18), Grades K-11 in Year 3 (2018-19), and Grades K-12 in Year 4 (2019-20) and beyond. The required 38 units, less any waived unit requirements, will be available and taught annually, except as otherwise allowed by §6-15-213 and §6-15-214, by the 12th grade year of ARCA's first graduating class.

Secondary Required and Elective Courses

ARCA will offer all required courses, less any initially or permanently waived unit requirements or as otherwise allowed by §6-15-213 and §6-15-214.

To ensure all ARCA students can graduate under the Smart Core curriculum, or the Core curriculum if a parent or guardian waives the student's right to participate in Smart Core, ARCA will offer a full course load to its first 9th grade cohort. These students will be offered and directed toward course units that are required to graduate on time. Please see Attachment 5 for ARCA's suggested course progression.

Students who elect to graduate under the Smart Core curriculum will be expected to complete the required and elective courses to ensure they meet the Smart Core requirements for graduation:

- English - 4 units
- Mathematics - 4 units (or 3 units of math and 1 unit of Computer Science)
- Science - 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science)
- Social Studies - 3 units
- Oral Communications - $\frac{1}{2}$ unit
- Physical Education - $\frac{1}{2}$ unit
- Health and Safety - $\frac{1}{2}$ unit
- Economics - $\frac{1}{2}$ unit which may count towards Social Studies or Career Focus
- Fine Arts - $\frac{1}{2}$ unit
- Career Focus - 6 units
- Computer Science - optional

Descriptions of the Connections curriculum, which can be modified to align with Arkansas Curriculum Frameworks, are provided at the following URL. If the licensure waiver is approved, ARCA students will have access to most of these elective and foreign language courses. (<http://www.connectionsacademy.com/curriculum/online-high-school>)

Length of School Day and School Year

ARCA will follow a traditional school year calendar that includes 180 school days during which instruction is provided by school staff, with 200 work days for teachers. The Board will approve the school calendar annually. ARCA will abide by 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, though generally not by more than two weeks. Although there is flexibility in an

online school program regarding when instruction occurs, students are still held fully accountable for meeting all state-mandated attendance requirements.

Because students will not physically attend the teaching/learning center, ARCA is requesting a waiver to state seat-time requirements. Attendance hours recorded by the Learning Coach in Connexus and verified by the student's teacher will be the legal record of school attendance. These records will ensure ARCA is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day.

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, summer break, and any holidays). During the school year, student learning may continue during any days when the school is closed, as students still have access to their online courses, learning content, and personalized learning plans.

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 school's hours of operation, typically 8:00 a.m. - 4:00 p.m. Teachers will work primarily from the teaching/learning center in Bentonville. Teachers collaborate to share ideas, information, and teaching techniques among the full staff both vertically (same subject across grade levels) and horizontally (different subjects in the same grade level). Families are always welcome to visit the teaching/learning center.

Calculating Instructional Days

While students will have a great deal of flexibility regarding when and where they complete their coursework, they will nevertheless be held fully accountable for meeting all state-mandated attendance requirements. Attendance recorded by the Learning Coach and verified by teachers will ensure ARCA is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year.

Entering attendance is expected to be taken seriously as a regular part of the school day for the Learning Coach. ARCA will verify that the attendance records are accurate, which includes not only the attendance hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lesson and assignment completion can be used to estimate amount of student time spent on learning.

If a teacher has concerns about the validity of a student's attendance records, he or she may revise the student's recorded hours of attendance based work completion rates and/or contact the school's Attendance Coordinator for further assistance. A Learning Coach will be notified if attendance records are changed. Therefore, even if a Learning Coach records a high number of instructional hours in the attendance records, if a student's work completion rates are not on track and/or if he or she fails to communicate on a regular basis with the teacher, he or she will be flagged for review. This Approaching Alarm or Alarm status is displayed in Connexus and will require follow-up action from the school to ensure that the student completes his or her lessons, assessments, and required weekly hours of attendance.

ARCA's administration will monitor and review attendance records on a weekly basis. After a predetermined amount of time (usually 10 days) or as of a specific date (per state regulations), Connexus will no longer allow a teacher or Learning Coach to edit past attendance records. Any requests for adjustments to the "locked" records must first go to the Homeroom Teacher (in writing via WebMail or email) for review and approval and then to the Attendance Coordinator for adjustment.

Students may record attendance hours on Saturday and/or Sunday to meet their weekly requirements. However, if a student does not participate in school activities on any day Monday - Friday, his or her Learning Coach MUST enter 0 hours on this day.

These expectations and procedures for attendance will be documented in the School Handbook, alongside the state requirements for weekly and annual hours of instruction. Parents must agree to the policies in the Handbook when completing enrollment. Attendance procedures will be addressed in trainings for all

stakeholders (Learning Coaches, students, teachers, and administrators). If a student accrues too many unexcused absences, ARCA will follow state law in reporting non-attendance and truancy.

Unexcused Absences and Truancy

Regular attendance is imperative to maximize student learning. ARCA will offer flexibility regarding how many hours each day students spend on school work and which days of the week they complete that work. Due to this flexibility, ARCA will have a zero tolerance policy for truancy. Parents will be held legally responsible for ensuring that their students are fully participating in school, even if they have designated another adult as their student's Learning Coach.

In order to avoid truancy, the parent must ensure that the following activities take place:

- Learning Coach enters attendance hours each day of school
- Student completes all assigned lessons and assessments
- Student participates in educational activities for an appropriate number of hours, as outlined in the school handbook
- Student is available for regularly scheduled telephone calls with teachers
- Student attends all assigned LiveLesson® sessions
- Student demonstrates that he/she is doing his/her own schoolwork
- Student attends mandatory state testing
- Learning Coach communicates with the homeroom teacher in advance if student needs to deviate from the regular school calendar (for example, switching a vacation and school day)

If a student's teachers become aware that the student is not fully participating in school as required by state law and Board policy, the student may be marked with an unexcused absence at the teacher's discretion. In addition, the Attendance Coordinator may override the number of attendance hours previously entered by a Learning Coach by entering the code for an unexcused absence (U) if the student's teachers believe the student has not participated as required. The final decision about whether an absence is considered unexcused will be made by the Principal.

Missing a day of school will be defined as missing a day's worth of hours in one week.

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

Applicant Response:

Grade Levels and Maximum Enrollment by Year

The ARCA Board is requesting a cap of 2,000 students over the first three years of the school's operation and a cap of 3,000 for years four and five. The Board anticipates the following enrollment levels in the specified grade ranges. The ARCA Board will approve enrollment levels annually.

Year 1 - Grades K-9; Projected Enrollment - 600; Enrollment Cap - 2,000
Year 2 - Grades K-10; Projected Enrollment - 1,200; Enrollment Cap - 2,000
Year 3 - Grades K-11; Projected Enrollment - 2,000; Enrollment Cap - 2,000
Year 4 - Grades K-12; Projected Enrollment - 2,500; Enrollment Cap - 3,000
Year 5 - Grades K-12; Projected Enrollment - 3,000; Enrollment Cap - 3,000

Foundational Educational Philosophy

ARCA will reach students who need a flexible schedule and for whom a cutting-edge virtual approach provides the best pathway to successful completion of their educational program. ARCA will provide a full-time school experience with clubs, activities, and electives. ARCA will promote academic and emotional success for every learner through an individualized learning program combining the best in virtual education with real and engaging connections among students, families, teachers, and the community. Beginning in 9th grade, guidance counselors work with each student individually on graduation plans with a focus on courses, credits, and post-secondary planning.

Educational Program

Curriculum

The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. Each Connections course is designed to promote student learning and includes active learning elements (including online and offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Connections' courses include 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "i-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. The instructional design includes interactive LiveLesson® sessions and threaded discussions.

Clubs and Activities

As an integral part of the academic program, students will also be offered access to 27 clubs, 14 special events, and an online yearbook. Through each of these, students can explore interests beyond the classroom, develop leadership skills, and make friends within ARCA and other schools supported by Connections. The online yearbook allows each student to create their own personal page including photos, videos, and autographs collected from friends.

Talent Networks

Connections offers three different Talent Networks with a focus on sports, the visual and performing arts, and science and technology. These Talent Networks are virtually facilitated programs designed for enrolled middle and high school students who are actively involved at a high level in competitive sports, the visual and performing arts, or advanced STEM coursework. These programs provide exceptional students in grades 6-12 the opportunity to network with other students with similar talents, hear from engaging guest speakers, and participate in collaborative projects and competitions.

Instructional Methods used to Support Core Classes

Personalized Performance Learning (PPL)

Students learn best when lessons match their interests and abilities. Studies have shown that in conventional classrooms, many instructional tasks are not matched to students' skill levels. Through its personalized educational program, the school's proposed placement process will align with the needs of the students. ARCA will help each student maximize his or her potential and meet the highest performance standards through a uniquely personalized learning program. Through the placement process and the school's pre-, mid-, and post-test assessments, students will be provided with curriculum materials and instructional resources appropriate to their achievement level, with the goal of attaining at least one year's academic progress within the school year.

The Personalized Performance Learning process is an academic road map for each student that provides differentiated instruction in a unique, tailored way. Students, Learning Coaches, and teachers meet throughout the year to review progress, modify the student's program, and adjust goals as needed. A parent or other caring adult will serve as a Learning Coach and play an active role in the learning process by supporting students and communicating regularly with teachers.

- **Review of Student Background and Learning Styles.** Teachers, Learning Coaches, and students will discuss student strengths, skill deficiencies, and previous school performance. Students will complete a questionnaire to identify their unique learning style to help inform and guide the best teaching and learning approach.
- **Performance Testing.** In grades K-8, students will take the LEAP test at the beginning, middle, and end of the year. The LEAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-10 may take the Scantron® Performance Series.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers will help personalize the learning schedule. For students in grades K-8, teachers will inquire about the student's daily routines and make adjustments to the student's online learning schedule. They will also add an elective course when students are ready to handle the additional challenge. At the high school level, students are able to add electives during the initial placement and course selection.

The PLP displays a comprehensive number of data points, and allows for teachers to document notes and use the information to personalize instruction for each student. Teachers regularly review the student's PLP Data View (a screen within Connexus providing snapshots and views of student data) and document any change in

instructional interventions, goals, or student performance. Progress Notes in the PLP Data View are visible to Learning Coaches and students in grades 3-12 and summarize the student's overall progress, and intervention plans (if applicable).

Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) will be addressed in the PLP as well. The PLP will then guide the student's course through the Connections curriculum that supports the Arkansas Curriculum Frameworks. All lessons will be provided to students and families online directing them step-by-step through the instructional sequence and use of the comprehensive set of instructional resources such as textbooks, trade books, simulations, interactives, manipulatives, and consumables.

The PLP tool will place at each teacher's fingertips all of the assessment data available for students (e.g. state test scores, LEAP and the Scantron® Performance Series pre-, mid-, and post-test assessment data, participation and performance metrics, and any IEP information). Teachers will also be trained to use the Accountability Radar report. The report can be updated daily and has several metrics that show which students' PLPs have been recently updated. The report also contains data elements for tracking completion of LEAP, LEAP results, and intervention indicators based in part on those results.

High-quality Teaching

ARCA will employ licensed teachers trained in online delivery and individualized instruction. Depending on the needs of the learner, teacher contact with the student varies and may be as frequent as several times a day.

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* 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. (NCREL Synthesis of New Research on K-12 Online Learning, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis)

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. Teachlets, highly interactive asynchronous tutorials, are incorporated into most lessons and provide students a dynamic, fun, and engaging way to learn. 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.

Focus on Literacy in the Elementary Curriculum and Program

Literacy skills become more complex as students gain mastery. The five main components shift from Kindergarten to Grade 3 in Connections' language arts courses. **Phonemic awareness**, the awareness of discrete sounds or phonemes is present at the earliest stages of literacy growth. As students master the recognition and production of individual sounds, the need for targeted phonemic awareness instruction declines. **Phonics instruction** capitalizes on phonemic awareness and focuses on the relationship between written letters, their names, and their sounds. Instruction progresses from letter sounds and small combinations to syllabic awareness. **Fluency**, the ability to read quickly and accurately, improves as the other components of

literacy also improve. In the early years, **vocabulary and text comprehension** instruction is primarily listening-focused. As students improve in their ability to decode, vocabulary and comprehension instruction shifts to involve more reading. Direct instruction in fluency, vocabulary, and comprehension continues throughout elementary school. In the earliest years, literacy instruction is largely a collaborative process as students interact regularly with their teachers and Learning Coaches to build the foundations for success in reading and writing. As students grow in their literacy skills and enter into upper elementary courses, they assume more independence.

Parent Involvement: A parent or another adult will play an active role in the learning process as a Learning Coach by supporting the student and communicating regularly with teachers. Surveys and the StarTrack rating system allow Learning Coaches to provide feedback about the curriculum, learning process, and overall academic program. Training will be provided to ensure Learning Coaches have the necessary tools and supports to be successful in their role.

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

The Learning Coach Instructional Support Team will offer supports for Learning Coaches through Connections' Get Coaching program including:

- Learning Coach Central - accessed from the Learning Coach Home Page in Connexus and includes FAQs, social networking opportunities, and resources to assist in providing instructional support to their students.
- Learning Coach Link - a monthly communication with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming Learning Coach Resource sessions.
- National Learning Coach Resource sessions -virtual sessions designed to provide Learning Coaches with strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, and Unlocking Math in a Virtual World.

Ample Resources to Ensure that Students Achieve Academic Goals and Excel Accreditation

Connections Academy is a division of Connections Education LLC, which is accredited by AdvancED. (an Accreditation agency serving 27,000 public and private schools and districts (<http://www.advanc-ed.org/>)) AdvancED recently recommended Connections Education LLC for accreditation in April 2015 with an overall score exceeding AdvancEd's average score for the 32,000+ schools and corporations they accredit. Connections Education received many commendations from the review committee. The following quotes are from the visiting team's exit report (the full report still going through the review and final approval process at AdvancED):

- “A culture and commitment focused on student learning permeates throughout the Connections Education organization.”
- “The corporation embodies a culture of collaboration that exists throughout all aspects of the corporation and schools.”

In addition, in an effort to ensure transferability of credits, ARCA will, within the first three years of operation, apply for accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CAS). This is similar to the accreditation of schools supported by Connections in South Carolina, Georgia, Louisiana, Oklahoma, Texas, and Florida. 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)

Revenue to Pay for all Curriculum Expenses as Outlined in the Budget

As demonstrated in the budget, ARCA has sufficient revenue to pay for all curriculum expenses outlined in the budget included in Attachment 6. In addition, we have included a letter from Connections in Attachment 12 assuring 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.

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

Applicant Response:

In March 2015, Connections was approved as a Digital Learning Provider and its math and English courses will be available through Virtual Arkansas starting 2015-16.

Through Connections' curriculum and instructional design, ARCA will be aligned with Arkansas Curriculum Frameworks and leading standards for effective online course development and instruction. Alignment details and documents are easily accessible to teachers within Connexus. Research underscores the importance of integrating tools for student-to-teacher and student-to-student interaction and the central role of licensed, specially trained professional teachers. (Smith, Rosina, Clark, Tom, and Blomeyer, Rober, 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 is mapped to 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. 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 formative and 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 ease of use by students and Learning Coaches.

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

A) Guidance program;

Applicant Response:

The guidance program will serve all students and will be delivered by certified school counselors with the support of the Connections Director of Counseling. The 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 calls, message boards, Virtual Library, newsletters, and/or face-to-face events). The counseling team will work to engage students and support both their academic and emotional growth. The team will communicate with students and parents to ensure post-secondary plans are established and students are following through on actions to realize their post-graduation goals. Technology in Connexus supports this effort with the Progression Plan Manager and the College and Career Readiness Data View.

With specialized training, counselors will be skilled at helping students address the personal, social, and academic issues that can affect their success in school and life. Counselors will have appropriate certification. The program will be built on relationships, so counselors will be readily accessible to students and families online, in person, and by phone. Counselors are at the heart of fostering students' engagement, safety, and wellness. As they become aware of issues concerning students' school participation, mental and emotional health, or overall well-being, the counselor will collaborate with school staff to ensure the student is supported by teachers and the family is connected with resources, as needed. With the additional support from Connections and its collaborative network of school counselors, ARCA will bring both individual attention and extensive expertise to students and families.

Counselors will review each student's transcripts to determine when an Honors or AP course is appropriate. Counselors will help high school students prepare for college and career with:

- The College and Career Readiness Data View, which focuses on tasks that will prepare students to meet their post-graduation goals
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, entrance requirements, and more
- College test preparation courses for the SAT/ACT
- 1-to-1 counseling with seniors to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college

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. The

sessions include the Career Fireside Chats on the fourth Friday of each month. Previous sessions have covered such topics as Teen Dating Violence Awareness, Educational/Training Opportunities After High School, Why School Matters: Navigating Your Educational Development Plan, How to Develop a Growth Mindset, Aligning Individual Goals & Abilities, and ACT & SAT Overview. A college newsletter is sent to high school students each month.

In addition, students will be encouraged to enroll in clubs such as College Planning (grades 9-12) and Career Explorations (grades 6-12), 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, and Life Management Skills). There are several clubs focused on post-secondary planning including:

- College Planning Club (grades 9-12)
- First Generation Club (grades 9-12)
- High School Career Club (grades 9-12)
- Middle School Career Club (grades 6-8)

The counselor will also plan additional sessions for students which will address specific student needs. The counselor will be a resource to students, families, and staff in order to ensure that all students are safe and will confirm all staff members are trained on student distress protocols. The counselor will actively seek resources in the communities in case families need to address the personal and social needs of the child. The counseling program will be based 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 requesting a waiver from §6-18-706 since students will not be on-site to receive services.

Should the waiver not be approved, ARCA will comply with state laws and ADE rules regarding school nurses. Connections would either employ or contract with an agency or individual(s) to provide one licensed nurse per 750 students or the proportionate ratio thereof, or at a higher rate if designated as a district with a high concentration of children with disabling conditions. Nurses would be available via Internet and phone. Since nurses would see students in-person, they would not administer medication or treatment but may inform and advise.

ARCA is requesting a waiver from §6-18-1501 et seq. for mandated eye and vision tests. If required, ARCA would contract with local providers for screenings and services 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
- Focus on the acquisition of important personal, interpersonal, and life skills
- Engage parents and community members
- Be periodically reviewed, evaluated, updated, and improved

Physical education is a core course and will be implemented as such. Students will complete assignments and will be graded to measure their progress in the course. Teachers may use synchronous instruction and/or CBAs to differentiate instruction, demonstrate techniques, ascertain student knowledge, grade class participation, and/or evaluate demonstration of knowledge, skills, and concepts. Teachers also monitor students' participation and

progress through the Activity Tracker and periodic performance tests.

Throughout ARCA's physical education program, students will document goals and activities in an online Activity Tracker. This tracker includes activities that align to curriculum goals and state-specific standards. Students choose an exercise that aligns with the activity and indicate the frequency, intensity, time, and type (FITT). As students engage in the physical activities, they input data to track their progress. Students then export their tracked activity into an Excel file and send this to their teachers in an online dropbox. Teachers access the students' files to grade and provide feedback to the students on their FITT goals. These activity assessment portfolios are incorporated throughout each physical education course in grades K-12. Learning Coaches mark lessons complete for students and teachers monitor the completion of assessments and grade students based on participation and success in meeting their physical education goals. Additionally, to ensure reliability and accountability, teachers may conduct CBAs to verify completion of physical activities, discuss their progress, give fitness tips and feedback, and differentiate instruction to meet students' needs.

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, 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. Teachers monitor students' activity thought the submission of activity logs which are reviewed by Learning Coaches and submitted for a grade.
- High School core and elective courses in physical education, personal fitness, and health fitness and nutrition, plus an optional yoga component. Students' activities are monitored and assessed by teachers who grade activity logs submitted online.

C) Media center;

Applicant Response:

ARCA is applying for a waiver from §6-25-103 and §6-25-104. 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 state law. The media center will be available for use by all students.

Regardless of waiver status, media resources and support will be available 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 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. ARCA will also comply with Arkansas Procedural Requirements and Program Standards and state caseload maximums. ARCA will provide a free appropriate public education (FAPE) to children with disabilities, including identifying, evaluating, and planning educational programs and placement in accordance with state and federal regulations.

After submitting an application, 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. Upon enrollment, ARCA will convene an IEP meeting to adopt or amend the student's IEP and will provide services comparable to those of 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 students with IEPs, ARCA will:

- Conduct IEP team meetings, including the parents, for all new students to adopt or amend the IEP. 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 benefitting 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.
- Provide required services including but not limited to speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, social works services, and transportation. Services may be provided in-person or in the virtual classroom, as determined by the IEP team. ARCA will contract with quality providers across the state and proximate to students' homes for face-to-face related services. These services and any necessary transportation will be provided to students for free.
- Conduct triennial evaluations, or more frequently as appropriate, or, if no new data is needed, conduct a review of the records.
- Ensure student participation in state-mandated assessments.

Training is provided throughout the year for the Manager of Special Education and special education teachers. A Connections mentor with experience in online implementation of special education and corresponding state 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 conduct Child Find exercises including regular review of teacher observations, assessment results, and other data to identify any possible special education needs among students. Parents will provide input and may initiate a Child Find request.

Section 504 Eligible Students:

Section 504 of the Rehabilitation Act of 1973 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 potentially revised for the virtual environment, and will be updated periodically. ARCA 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:

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 special orientation sessions and 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 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.

ARCA will provide academic support, student success plans, interventions, and counseling to students who are experiencing academic, social, or emotional issues to help those students make continued educational progress. ARCA will assist students with achieving their highest potential through flexible educational experiences designed to enhance students' academic growth and foster life-long learning. As the IEP team deems appropriate, if a student requires alternative curricula and is assessed based on alternative standards, ARCA will provide said curriculum at the student's instructional level. Licensed instructors will deliver this 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 paces.

Should a student need a more restrictive placement, ARCA will work with the student's local zoned district to find an appropriate alternative placement.

G) English Language Learner (ELL) instruction

Applicant Response:

ARCA will follow state procedures to identify English Language Learners (ELLs). ARCA will designate an ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELL students. ARCA will aim to hire an ELL Lead Teacher with TESOL certification. The ELL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELL students via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELL students for academic progress using state-specific criteria for two years, and comply with state and federal law pertaining to ELL students.

In hiring staff, consideration will be given to selecting an ELL-certified leader/teacher; ELL roles will be distributed to those staff with proper certification. Staff will have access to Connections' ELL experts who will support the school and its efforts to identify and educate ELL students.

Incoming families will fill out a Home Language Survey (HLS) which will be retained in the student's record. If the HLS indicates any responses other than English, students will be flagged as a potential ELL student. The student's records will be reviewed to determine the need for possible further language testing to identify the specific level of English proficiency. If an enrolled student has transferred from another Arkansas district or a state that uses English Language Proficiency Assessment for the 21st Century (ELPA21), he or she may have already participated in the yearly language proficiency assessment. If administered within the last calendar year, the ELL Lead Teacher will use those test results to determine the student's English language proficiency. If none of the student's records indicate former language testing, a trained test administrator will administer the screener assessment and the results determine whether the student will or will not be identified as an ELL student.

ARCA will notify parents/guardians of the initial screening results and 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 the parent's language, to the extent feasible.

Once identified as an ELL, a student will receive support based on English proficiency via LiveLesson sessions

by a certified ELL teacher. Instruction will be aligned to standards based on scientific research for English acquisition in reading, writing, listening, and speaking.

The ELL Lead Teacher will use the Sheltered Instruction Observation Protocol (SIOP) framework to help students attain English and will participate in monthly professional development sessions. ELL teachers will work with content teachers to ensure that grade level content is accessible for ELL students and the development of academic language skills are promoted in content classes. ELL students at ARCA will fully participate in the core curriculum and will be provided with additional supplementary instructional support software and progress monitoring throughout the school year. In addition, all teachers will consult with Learning Coaches to guide instructional support and will modify content lessons and/or assessments as needed.

When a student demonstrates proficiency, a school-based team consisting of the ELL Lead Teacher, student's content teachers, and the parent/guardian will decide whether the student continues to require ELL instruction. They will use the English language proficiency scores, class performance, academic grades, and teacher recommendations to determine the student's language classification. If the team determines that the student is English proficient and can successfully perform in classes without significant language support, he or she will be reclassified and moved to the monitoring stage. ARCA will monitor ELL students for academic progress using state-specific criteria for two years after exiting the program.

ARCA will also inform parents of the rights to opt out of ELL services. 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. Students who opt out of services must continue to participate in the state's annual language proficiency assessment until they meet the state exit requirements. ARCA will continue to notify parents/guardians of the assessment results annually and continued participation in or exit from the ELL program.

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 is not 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 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 with 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 in February 2015 by Shapiro (an independent market research company), 94.2% 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 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 licensed 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.

As the school grows to add all grades the full high school program will offer a rigorous college preparatory curriculum through the provision of dozens of Honors courses and up to 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, parents, and the assigned teacher of the course.

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 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.

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

Applicant Response:

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 across the state through extensive community outreach and full disclosure about the school's program and expects to 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 efforts, over 4,000 families have expressed interest in learning more about a statewide, online school supported by Connections. In addition, three public hearings were held on 7/17/15, 7/18/15, and 7/27/15 and nine online and twelve in-person information sessions were held in May, June, and July 2015, 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 once information about the school is widely available.

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, Connections' experience in other states where they support schools indicates that no single district will be severely impacted. For example:

- In Georgia, 5,472 students from 170 of the 180 school districts in the state have enrolled in the school, representing 0.32% of statewide public school enrollment.
- In Louisiana, 2,358 students from 76 of the 76 school districts in the state have enrolled in the school, representing 0.35% of statewide public school enrollment.
- In Oklahoma, 1,551 students from 255 of the 517 school districts in the state have enrolled in the school, representing 0.23% of the statewide public school enrollment.

ARCA requests an initial enrollment cap of 2,000 students for Years 1, 2, and 3 and a cap of 3,000 students in Years 4 and 5. ARCA anticipates enrolling 600 students in Year 1; 1,200 students in Year 2; and 2,000 students in Year 3.

Students whose academic and social needs will be effectively met by ARCA include:

- 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 or bullying issues
- Students who are homebound due to illness or disability
- Students with special learning needs
- Rural students with limited curricular options
- Students pursuing artistic or athletic careers or career development opportunities requiring a flexible schedule

As a public school, ARCA will not charge tuition. Outreach communications will inform families that the school is tuition-free. ARCA is committed to making sure all students can access the program regardless of socio-economic status and will ensure everyone has access to the education program. This will include providing a computer and Internet subsidy to enrolled families who require these to access the school. Computers shall remain the school's property and must be returned upon graduation or dis-enrolling.

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.

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

Applicant Response:

ARCA will follow 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 appraising student performance to the ADE.

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 staff and community participation, a plan to disseminate the annual report. 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 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 described 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.

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

Applicant Response:

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 600 students for the 2016-2017 school year. The school will obtain from the state data system or incoming students a most recent report card, unofficial transcript, or prior academic history to verify prior schooling. 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 open enrollment 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 specific to ARCA. The website will include enrollment and school information and also create opportunities for parent-to-parent communication through Contact-A-Parent (an opportunity provided through the Connections website to χοννεχτ ωιτη α παρεντ 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 advertisements in local media outlets.
- **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.

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

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

Applicant Response:

Children of Founding Board Members and siblings of enrolled students will be given enrollment preference. Up to five spaces will be held for the children of founding board members. The spaces will be reserved until a published date and will be released if not filled.

The children of Founding Board Members who were not exempt from the lottery process and were not accepted in the lottery will be placed on a Founder Preference List. These students will be given the first opportunity to enroll as space becomes available. Students on this list with the lowest lottery number will be placed first.

Siblings of enrolled or accepted students who were not accepted in the lottery will be placed on a Sibling Preference List. These students will be made an offer of enrollment after students on the Founder Preference List as space becomes available. Students on this list with the lowest lottery number will be placed first.

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

- Yes
 No

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

Applicant Response:

Tentative Open Enrollment and Lottery Dates (Subject to Change)

Open Enrollment begins: Tuesday 3/1/ 2016

Lottery Determination Date/Close of Open Enrollment: Friday 4/1/2016

Lottery If Needed: Monday 4/11/2016

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. 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. Following the first year of operation, returning students and siblings will be accounted for when determining the need for a random lottery.

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. The school will open with grades K-9 but will eventually serve grades K-12. As high school grades are added, they will be clustered together. 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 who 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 determine 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 enrollment tasks 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 within 10 business days. Students without confirmed attendance within 10 business days 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. Siblings of enrolled students will receive preference on the waitlist.

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

Applicant Response:

ARCA will not use a weighted lottery, as the conditions required by §6-23-306(14)(c) in order to use a weighted lottery do not exist. ARCA and Connections have 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 29 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: 67% White, 10% Black/African American, 2% Asian, and 1% American Indian or Alaskan Native. 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.

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

Applicant Response:

We have provided prior charter involvement forms for the Board of Directors (Dennis Beck, Virginia Walden Ford, and Carla Hartwell) and for members of the team from our proposed partner, Connections (Melissa Nelson, Bryce Adams and Lyn McCullen) 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).

Carl Hartwell has no previous involvement with charter schools.

Melissa Nelson has previous involvement with the following schools supported by Connections:

- MTS Minnesota Connections Academy (MTSMCA)

- Georgia Connections Academy (GACA)
- Kansas Connections Academy (KCA)
- Iowa Connections Academy (IACA)
- Oklahoma Connections Academy (OKCA)
- New Mexico Connections Academy (NMCA)
- Texas Connections Academy at Houston (TCAH)
- Wisconsin Connections Academy (WCA)
- Colorado Connections Academy (COLOCA)
- North Carolina Connections Academy (NCCA)

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)
- Utah Connections Academy (UCA)

Lyn McCullen has no previous involvement with charter schools.

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

Applicant Response:

Staffing levels are described in full-time equivalent units (FTE). FTE represents the total 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 2016-2017 (360 students in grades K-5/240 students in grades 6-9/total of 600 students)

1 Principal
 1.5 Administrative Assistants
 1 Manager of Special Education
 1 Manager of Counseling
 7.2 Teachers (K-5)*
 7.3 Teachers (6-9)*
 0.8 Advisory Teachers/School Counselors
 1.8 Special Education Teachers
 21.6 TOTAL STAFF
 35:1 Student-to-teacher ratio

FTE Staffing for 2017-2018 (654 students in grades K-5/546 students in grades 6-10/total of 1,200 students)

1 Principal
 1 Assistant Principal
 3 Administrative Assistants
 1 Manager of Special Education
 1 Manager of Counseling
 13 Teachers (K-5)*
 15.3 Teachers (6-10)*
 1.8 Advisory Teachers/School Counselors
 3.7 Special Education Teachers
 40.8 TOTAL STAFF
 35.5:1 Student-to-teacher ratio

*A licensed, qualified, and trained teacher will also perform the role of ELL Lead Teacher.

Salary Scales

The Board anticipates hiring staff at the following base salary ranges and also intends to offer incentive compensation for eligible staff. The Board reserves the right to alter the scales accordingly.

Principal: \$70,000 - \$85,000/year

Assistant Principal: \$58,000 - \$65,000/year

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

Manager of Special Education: \$53,000 - \$65,000/per year

Manager of Counseling: \$50,000 - \$60,000/per year

Teachers (K-5 and 6-12): \$40,000 - \$52,750/per year

Advisory Teachers/School Counselors: \$40,000 - \$52,750/per year

Special Education Teachers: \$40,000 - \$52,750/per year

Job Descriptions

Ideally, candidates will meet the listed requirements; however, requirements may change based on potential candidates' strengths.

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 five years teaching experience and some administrative/management experience
- Online teaching experience is preferred.
- Advanced degree is preferred
- Excellent communication skills, 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. Additionally, 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, 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 multi-task in a fast paced environment
- Good interpersonal skills and attention to detail
- Excellent communication skills, oral and written
- High degree of flexibility
- Ability to work well in fast-paced team environment

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 is 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, oral and written
- 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, oral and written
- 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.

- Licensed to teach (appropriate to grade and subject level responsibilities)
- Strong technology skills
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Ability to work some occasional evening hours, as needed to support some families

Advisory Teacher/School Counselor (contracted position)

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, oral and written
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Ability to work well in fast-paced environment

Special Education Teachers (contracted position)

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, oral and written
- Ability to work well in fast paced environment

Connections Support Services

Connections will provide the following support products and services as described in the agreement.

- Aligned Curriculum
- Connexus Access
- Enrollment Processing
- Course Placement
- Recruitment and Community Education
- Management of Instructional Materials
- Professional Development
- Special Education Support
- Student Records Support
- Professional and Technical Support Services (including Help Desk for staff and families)
- Human Resources
- Facilities and Finance Support
- Training on Connexus and Connections products

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 of all activity in the school's bank account.

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

Applicant Response:

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. ARCA will use the chart of accounts outlined in the Arkansas Financial Accounting Handbook, as reported via APSCN.

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

ARCA is requesting a waiver from §6-21-301 et seq. to contract with Connections for Connections' education services, which are only available from a single source and thus exempt under §6-21-305. The Board will follow state regulations regarding all other procurement activities. Should the waiver not be granted, ARCA will follow the required process for a contract with an education services provider.

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 in 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 than 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. 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 35:1 in Year 1 and 35.5:1 in Year 2. 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.

School administrators and staff will be employed by Connections through the professional services agreement, but serve at the pleasure of the Board of Directors. The positions reflected in the budget are 100% dedicated to ARCA. Wages will be reimbursed to Connections at cost.

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.

The Board understands that Gifted and Talented, ELL, and guidance services are not special education programs. These bundled purchased services are included within the "Special Education Oversight and Support" fee. 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 minimum 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 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. Connections Education is ARCA's proposed partner and will, as part of its Educational Products and Services Agreement, protect 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.

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

Applicant Response:

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 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 good standing with the Arkansas Division of Legislative Audit. If approved, Rasco Winter Abston Moore & Associates, LLP in Little Rock is the preferred CPA firm.

Alan Abston, CPA
Partner
Rasco Winter Abston Moore & Associates, LLP
Little Rock, AR 72201
501-375-8500

The audit will be completed and filed with the ADE and the Arkansas Division of Legislative Audit within nine months as in required by §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 §6-1-101 and, if needed, develop a corrective action plan to amend any material weakness noted by the auditor.

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

Yes
 No

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

Applicant Response:

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>). The teaching/learning center will include at least one conference room with doors for use in IEP conferences and other special education related activities. In addition, the Board has discussed potentially securing an additional satellite office after the charter is approved to serve as a resource center for students.

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, parking, handicapped accessible, and fully equipped with sprinklers and other fire safety equipment.
- Necessary infrastructure to support the computer network and phone system.
- 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 turnkey solutions with standard building finishes, pursuant to a Computer Aided Design (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 necessary repairs and 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 be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

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

Applicant Response:

The 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.

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

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

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

Applicant Response:

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
- Carla Hartwell, 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:

- Melissa Nelson, Connections Education, Vice President
- Bryce Adams, Connections Education, Executive Director
- Lyn McCullen, Connections Education, Senior 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 either as an employee or independent contractor, from Arkansas Connections Academy, Inc., ARCA, or Connections. Further, 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, Melissa Nelson, 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 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

- 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.
- 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.
- 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.
- The Board shall make its determination using the Rebuttable Presumption Checklist (Property) as a guide.

Violations of the Conflict of Interest Policy

- 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.
- 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

- 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.
- 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.
- When setting compensation for any individual, the Board committee with jurisdiction over compensation matters shall set such compensation using the Rebuttable Presumption Checklist (Compensation).
- 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.

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

Applicant Response:

ARCA is requesting a waiver from the Food Services requirement, including the School Breakfast Program in

§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 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, 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 with income-based eligibility requirements for students and the school. Parents will be fully informed that volunteering this information will not entitle their family to food 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.

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

Applicant Response:

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

ARCA understands parental engagement is vital to student success. Parents may 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 involvement in the learning process.

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. 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 distribute important information in collaboration with the Principal through school newsletters, the school's website, and must-read WebMail messages. 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 events such as picnics, educational field trips, and service opportunities offered throughout the year. These activities are organized through the school staff and Community Coordinators (volunteer parents) throughout the state. Families are notified through WebMail and the school newsletters.

Parents can also join Club Orange. This exciting club brings together currently-enrolled parents and parents of prospective students. Parents in Club Orange reach out to their local communities to spread the word about ARCA.

Engaging Learning Coaches

Although ARCA teachers will ultimately be responsible for delivering instruction, checking for student understanding, and administering any necessary interventions, Learning Coaches have an important role to play in conferencing with teachers and recording student attendance. ARCA will work with Learning Coaches to help them become effective educational partners and will encourage them to engage in all support activities including

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

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

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

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

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

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

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

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

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

Applicant Response:

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

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

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

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

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

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

Applicant Response:

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

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

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

Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the obligations to the ADE. Plans for monitoring and reporting on the effectiveness of curriculum, instructional methods, and practices include:

- Student learning: The Board will hold the school faculty, staff, and its support partner accountable for student learning. Examples of student learning outcomes include measurable learning gains, performance on the state standardized tests, and meeting or exceeding Arkansas's Annual Measurable Objectives (AMO).
- Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.

- 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 to five stars 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 with the challenges of a growing school that positions both the students and ARCA for future success. The school hopes to responsibly grow from 600 students (Year 1) to up to 2,000 (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 and the Board will review a re-forecasted budget in order to adjust to unexpected financial events on a timely basis. The Board will also 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 ensure 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.

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

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Year/Day	ACA §6-10-106 Uniform dates for beginning and end of school year ACA §6-16-102 School day ACA §6-18-211 Mandatory attendance for students in grades nine through twelve ACA §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 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 work rather than physical attendance and seat-time. Planned instruction time will not average less than 30 hours per week. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day over a seven-day week. Learning coaches will record school day attendance and ARCA staff will ensure those records match completed student work.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Safety	ACA §6-10-122 Automated external defibrillators required ACA §6-15-1302 Emergency plans for terrorist attacks ACA §6-17-102 Emergency first aid personnel ACA §6-21-106 Fire hazards inspection prior to closing for breaks ADE Rules - Automated External Defibrillator (AED) Devices and Cardiopulmonary Resuscitation (CPR) ADE Rules - Automated External Defibrillators, Requirement of Schools to Have ADE Rules - School Fire Marshal	Students will not be physically present at the ARCA teaching/learning center. ARCA will ensure a safe working environment for its staff. The Board will adopt its own student discipline, school safety, and transportation policies in consultation with Connections Education and independent Board counsel.	N/A	N/A
CPR Instruction	ACA §6-16-143 Cardiopulmonary resuscitation instruction	Students will receive CPR instruction but since instruction will be online, instruction will not include a psychomotor ("hands-on") component.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Alternative Learning Environment	ACA §6-15-1005(b)(5) Safe, equitable, and accountable public schools ACA §6-18-503(a)(1)(C)(i) Written student discipline policies required ACA §6-48-101 et seq. Alternative Learning Environments ADE Rules – Student Discipline and School Safety Policies 4.10 ADE Rules – Student Special Needs Funding 4.00 Standards for Accreditation 19.03	Students will not be physically present at the ARCA teaching/learning center and therefore will not need a separate ALE program. Students, their families, and their Learning Coaches choose the environment in which the student learns online. ARCA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensure	ACA §6-13-109 School Superintendent ACA §6-15-1004 Qualified teachers in every public school classroom ACA §6-17-302 Public school principals - Qualifications and responsibilities ACA §6-17-309 Licensure – Waiver ACA §6-17-401 Teacher's license requirement ACA §6-17-427 Superintendent license - Superintendent mentoring program required ACA §6-17-802 Twelve-month contracts for vocational agriculture teachers ACA §6-17-902 Definitions [Arkansas Teachers' Salary Law] ACA §6-17-919 Warrants void without valid certificate and contract ADE Rules – Licensure - Educator Licensure ADE Rules – Superintendent Mentoring Program Standards for Accreditation 15.01 through 15.03 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	<p>The Board will contract with Connections Education for and Connections Education will employ effective administration, licensed teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators.</p> <p>Teachers will be licensed in Arkansas except for those situations where an in-state teacher cannot be identified or for classes with low student interest (eg foreign language & AP courses). In those circumstances, ARCA intends to utilize the resources of Connections' private school, which employs teachers who are licensed in the states they reside. This will enable ARCA to offer the full Connections' catalogue of courses to its students. ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections. While certified administrators will be sought, the Board would like the discretion to hire the best leader for the school that is available. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.</p>	See Section C.5 Goals	See Section C.5 Goals

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Professional Development & AP/IB Training	ACA §6-17-701 et seq. Professional development ADE Rules - Professional Development Emergency Rule Effective July 1, 2014 ADE Rules – Advanced Placement and International Baccalaureate Diploma Incentive Program 4.00 Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar Standards for Accreditation 15.04 Professional Development and In-Service Training	ARCA's teachers who are licensed in Arkansas will complete required professional development as a condition for maintaining their state licenses. Teachers licensed in other states and providing instruction in an area where a state-based teacher could not be found or in courses with low student interest (e.g. foreign language & AP courses) will receive professional development in their own home states. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.	See Section C.5 Goals	See Section C.5 Goals
Business Manager Qualifications	ACA §6-15-2302 General Business Manager ADE Rules - Business Manager Qualifications	ARCA anticipates contracting with Connections for financial management services, which will include a business manager responsible for the fiscal operations of the public charter school. The Connections financial services team maintains a sterling record with charter finance experience in 17 states and will support ARCA under the direction of its Board-designated treasurer through its team of professional staff, many of whom possess CPA and/or CFE designations. Contracting with Connections for a business manager will avoid potential duplication of effort, enabling the school to direct resources to its educational program.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel Policies & Salary Schedules	ACA §6-17-201 et seq. Personnel Policies ACA §6-17-913 Audit of Accounts ACA §6-17-1201 et seq. The Teachers' Minimum Sick Leave Law ACA §6-17-1301 et seq. The School Employees' Minimum Sick Leave Law ACA §6-17-1501 et seq. Teacher Fair Dismissal Act ACA §6-17-1701 et seq. Public School Employee Fair Hearing Act ACA §6-17-2201 et seq. Classified School Employee Minimum Salary Act ACA §6-17-2301 et seq. Personnel Policy Law for Classified Employees ACA §6-17-2401 et seq. Teacher Compensation Program of 2003 ACA §6-20-2208(c)(1) Monitoring of expenditures ADE Rules - Personnel Policies and Salary Schedules	ARCA intends to contract with Connections for its administrators and teachers and wishes to use the performance-based compensation model. Connections has successfully pioneered in the schools it supports. This model, which consists of competitive salary, incentive compensation based on school outcomes, responsibility-driven stipends, a rich benefit plan, and a flexible paid time off program, is tailored to the unique aspects of a virtual school setting and will enable ARCA to attract, retain, and promote staff who share our vision of a focus on student outcomes.	See Section C.5 Goals	See Section C.5 Goals

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Insurance	ACA §6-17-1111 Life and disability insurance - Employee eligibility - Allocation of costs ACA §6-17-1117 Health insurance	ARCA staff will be eligible for benefits through Connections' plans, including health, life, disability, vision, dental insurances and other benefits/programs. As a nationwide educational services provider, Connections is able to pool risk to offer a competitive benefits package and recruit and retain effective administrators and teachers.	N/A	N/A
Class Size & Teaching Load	Standards for Accreditation 10.02	ARCA educators utilize Connections' curriculum and assessments rather than preparing their own and will not face the typical challenges of classroom management, as instruction is delivered online. The Board will adopt class size and teaching load requirements that are more appropriate for an online setting to allow for a more effective allocation of school funds. ARCA proposes the following specific alternative maximum student-to-teacher ratios: Teachers (K-5) 50:1 Teachers (6-8) 38:1 Advisory Teachers 300:1 Special Education Teachers 35:1	See Section C.5 Goals	See Section C.5 Goals
Food Services	ACA §6-18-705 Breakfast program ACA §6-20-701 et seq. School Lunch Program	As an online school, ARCA will not serve meals.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted & Talented	ACA §6-20-2208(c)(6) Monitoring of expenditures ACA §6-42-109 Reports by school districts ADE Rules - Gifted And Talented Program Approval Standards Standards for Accreditation 18.0	The Board will contract with Connections Education to offer a gifted and talented program as described in this application, though not as prescribed by ACA and ADE Rules. The Connections program, described above, is designed to increase student achievement for gifted & talented students.	N/A	N/A
School Nurse & Media Services	ACA §6-18-706 School nurse ACA §6-25-103 & 104 Public School Library Media and Technology Act ADE Rules – Public School Student Services 3.01.6 Standards for Accreditation 16.02 and 16.03	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.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Guidance Counseling Services	ACA §6-18-1001 et seq. Public School Student Services Act ADE Rules – Public School Student Services 3.01.1 Standards for Accreditation 16.01.3	ARCA will provide its own set of student services programs that will be possible and appropriate in a full-time online charter school setting. The ratio required for brick-and-mortar schools in which counselors and students must meet face-to-face is not necessarily appropriate for a full-time online program. The Board believes in the importance of guidance and counseling services and will ensure appropriate staffing levels are maintained. One or more properly certified guidance counselors will be on staff, but the services provided to students can be distributed differently among staff. Advisory teachers (estimated 300:1 ratio) will handle most course scheduling and post-graduation planning support.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Boards	ACA §6-13-608 Length of directors' terms ACA §6-13-611(b) and (c) Vacancies generally ACA §6-13-612 (c) Vacancy – Conviction of a felony ACA §6-13-613 Temporary vacancies – Vacancies created by failure to participate ACA §6-13-619(c)(1)(A) and (d)(2) Meetings ACA §6-13-620(5)(A) Powers and duties ACA §6-13-630 Election by zone and at large ACA §6-13-631 Effect of minority population on election ACA §6-13-1301 et seq. Site-Based Decision Making ACA §6-14-101 et seq. School elections	<p>ARCA's Board will select its own members and adopt its own bylaws. All Board Members will be Arkansas residents and none will be employed by the school or Connections Education. The Board will provide for its own site-based decision making committee and school board member training.</p> <p>The ARCA Board will allow board members to call in to a public conference line for quorum and/or voting to ensure statewide representation on the board.</p> <p>Connections will be the employer of school leader, even though he/she will serve at the pleasure of the Board. This flexibility will allow the Board to focus on student achievement.</p>	N/A	N/A
Instructional Materials	ACA §6-21-406(b) Conditions for offering textbooks for adoption, sale, or exchange ADE Rules - Instructional Materials 6.02	Connections maintains a national array of instructional material/book depositories across the country linked by an efficient logistics network. Any new depository would be redundant and the expenses passed onto the school would be better spent serving ARCA students.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Annual Progress Report Reporting	ACA §6-15-2006(b) Annual report Standards for Accreditation 7.02.2 School District Goals	ARCA will operate as a statewide school making it cost-prohibitive to publish a report in newspapers with general circulation in all served districts. ARCA will report to parents online and to the State Board of Education in writing, which will be more effective in engaging parents.	N/A	N/A
Flags/Period of Silence/ Pledge of Allegiance	ACA §6-10-115 Period of Silence ACA §6-16-105 United States flag ACA §6-16-106 Arkansas flag ACA §6-16-108 Recitation of the Pledge of Allegiance	ARCA will display the U.S. and Arkansas flags, though not as prescribed by the ACA. 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.	N/A	N/A
Adult Education	Standards of Accreditation 19.04	ARCA may make summer school available depending on student need and demand but will not offer an adult education program. The ARCA Board prefers to focus on serving students in grades K-12, from which an adult education program may distract.	N/A	N/A
Materials Allotment to Teachers	ACA §6-21-303(b)(1)(A) Rules [Acquisition of Commodities Generally]	ARCA teachers will not have traditional classrooms and will be provided with all materials necessary for class activities.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Eye & Vision Screening	ACA §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	<p>ARCA students will not be physically present at the teaching/learning center to receive eye and vision screening exams. Should these waivers be denied, ARCA will comply with state law and ADE rules in one or more of the following ways: contracting with screening providers in students' local areas, subsidizing households to provide for screening, providing for screening at sites where students will be present (eg state assessments, field trips). Transportation may be provided for those families who require it in a similar fashion to state assessments procedure.</p>	N/A	N/A
Secondary Units Offered	Standards for Accreditation 9.03.1.2 and 9.03.4	<p>ARCA will not initially serve all secondary grades. ARCA's initial high school cohort will have access to a full course load that will allow students to graduate on time under Smart Core requirements.</p> <p>By the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.</p>	Number of secondary units offered in ARCA's first year of operation Number of secondary units offered in ARCA's fourth year of operation	Full course load leading to Smart Core graduation offered to initial 9th grade class All 38 required units, less waived requirements, offered by initial 12th grade class
Secondary Units Offered – Instrumental and Vocal Music	Standards for Accreditation 9.03.4.5	ARCA will not offer a unit of instrumental music or a unit of vocal music. ARCA will offer at least 3 ½ fine arts units better suited to an online environment, which will benefit student achievement. Connections has music theory, music appreciation, digital arts, and art history courses in its catalogue.	Number of fine arts secondary units offered annually	3 ½ fine arts units offered by initial 12th grade class

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Commodity Bidding	ACA §6-21-301 et seq. Acquisition of Commodities Generally	<p>ARCA intends to contract with Connections for provision of its education program. Connections' education program integrates technology, curriculum, instructional materials and tools, staff, and support services into a single education services offering.</p> <p>The Connections program is proprietary and Connections is the only source from which ARCA can obtain access to the Connections education program. ARCA believes that this service offering falls within the single source exemption of ACA §6-21-305. Because of the unique nature of the Connections education program, the Board would prefer RFP requirements be waived only for its contract with Connections. This will increase student achievement as ARCA will have more time to establish its program. All other purchases will be subject to ACA §6-21-301 et seq.</p> <p>Should this waiver not be granted, ARCA will follow the required RFP process for a contract with an educational services provider.</p>	N/A	N/A

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

- 501(c)(3) Determination Letter
- Articles of Incorporation
- Employer Identification Number

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

JAN 08 2015
Date:

ARKANSAS CONNECTIONS ACADEMY INC
C/O PROCOPIO CORY HARGREAVES & SAVITCH
KEVIN M DAVIS
525 B ST STE 2200
SAN DIEGO, CA 92101

Employer Identification Number:

46-5766559

DLN:

17053153307004

Contact Person:

SHERRY Q WAN

ID# 31052

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170 (b) (1) (A) (vi)

Form 990 Required:

Yes

Effective Date of Exemption:

May 30, 2014

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Tamara Rippanda
Director, Exempt Organizations

Letter 947

STATE OF ARKANSAS



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 300 SPRING BUILDING, SUITE 900, 300 S.
Address SPRING ST.
City: LITTLE ROCK
State: AR
ZIP: 72201-

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

Name 1 JENNIFER
FLINN
124 W. CAPITOL
Address 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

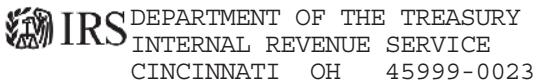
Name 10

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.

(IRS USE ONLY) 575A

05-28-2014 ARKA B 9999999999 SS-4

Keep this part for your records.

CP 575 A (Rev. 7-2007)

Return this part with any correspondence
so we may identify your account. Please
correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number Best Time to Call DATE OF THIS NOTICE: 05-28-2014
() - _____ EMPLOYER IDENTIFICATION NUMBER: 46-5766559

FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023
[REDACTED]

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

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 notices posted on 6/21/15, 6/28/15, 7/5/15, 7/9/15, 7/14/15, and 7/20/15 in the Arkansas Democrat Gazette, a newspaper with statewide circulation**
- **Copies of the notices 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 for the public hearings held on 7/17/15 and 7/18/15 was 7/5/15, which was not less than seven days prior to the public hearings. The last publication date for public hearing held on 7/27/15 was 7/20/15, which was not less than seven days prior to the public hearing.

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 Dennis Beck, Board President, to Superintendents on 7/6/15 and 7/9/15.**
- **Copies of the subsequent emails that were sent to the email addresses that had been returned as undeliverable in the previous email.**

Notice of Public Hearing Published 6/21/15

Arkansas Democrat-Gazette

International

• • SUNDAY, JUNE 21, 2015 • 5A



AP/ANTONIS STAMATOS
People use the ATMs on Friday at a bank in Athens, Greece. Uncertainty about the country's future with the euro currency has led Greeks to withdraw \$34 billion from banks since December.

Edgy Greeks take \$34B out of banks

Country no stranger to economic woes

MENELIK SRIVASTAVA AND MARIA PETRAKIS

ATHENS, Greece — Don't other Lambos stand outside an HSBC branch in central Athens on Friday afternoon, instead of ATM machines? Incomes have shrunk and a \$34-billion withdrawal check in the ether.

She was a few minutes too late to make her deposit at the bank where she worked. She was too scared to take her life savings back to her Greek bank.

She assumed it wouldn't survive the weekend.

"I don't know what happens on Monday," said Lambros, a 20-year-old government employee and mother.

Nobody does. Every cliff-hanging deadline, every last-gasp effort has built up to this, and the uncertainty on Friday is not knowing what Monday will bring. A deal, or more brinkmanship? Shattered dreams? More money in machines, or a few more days of euros in their pockets and drawers in their past?

On a street where a parfumerie still burns what he said were his last euros, nearby, an Afghan beggar joked about how he should have been born a Greek. A mother grabbed her toddler's hand as a dozen police officers rode by on motorcycles, heading to a rally outside Parliament.

In his neighborhood restaurant, Panagis Vourloumis, a 30-year-old executive officer, investment banker, and survivor of coups, dictators and communists — leaned forward and laid his worries on the table.

"We thought we had escaped the past, but we were a new country," he said. "But instead, we are living day to day."

This, today, now is the world of Greece.

For Greeks, the fear is that Monday will be doomsday, a portent a past not that distorts the present. At the depths of the drama in 2008, the Greeks were already a European beta tester, their currency mostly trapped inside their nation's cash boxes, king and checks a novelty.

Since December, Greeks have been preparing for a week as thin, as tall, as long: more than \$34 billion out of banks.

Week after week, the Bank of Greece borrowed billions from the rest of the continent to replenish the hoarding of the one asset Greeks still trust — cold, hard cash.

Its liabilities to the rest of the euro area for the excess physical cash it has to put in to the system between December and April, the last month for which there's available data.

With limited capital markets, Greek lenders have to rely on almost \$38 billion of Emergency Liquidity Assistance, a \$10 billion bailout to weaker banks by the European Central Bank.

This time, it didn't last a week. On Friday, the ceiling of the E.L.A. was raised by \$204 billion, just a couple of days after a \$1.25 billion injection. On Monday, the banks will be back, asking for more.

Everything comes together Monday. Greek Prime Minister Alexis Tsipras, back from a week with Vladimir Putin in St. Petersburg, Russia, will spend his weekend coming up with a proposal to take the Monday showdown with euro-area leaders.

No weekend off for Greece talks

Nation, EU leaders set up for crucial week of negotiations

IAN WISHART,
PEOPLES' MONEY
AND THEOPHILIS AGORIS
BLOOMBERG NEWS

LUXEMBOURG — European Union leaders and Greek creditors are in a frenzied behind-the-scenes weekend diplomacy before high-level meetings next week that will test the nation's future in the nation's fourth bailout.

With markets closed, the weekend gave negotiators trying to sort a Greek deal a chance to catch their breath and lay out a road map for what will be a high-stakes week with an emergency fund of \$34 billion due to run down on June 30 deadline to make payments and conduct a new deal and a new budget, plus a 20 percent sales tax and a deficit target.

German Chancellor Angela Merkel and her French counterpart, Emmanuel Macron, spoke by phone Friday. As leaders of the two biggest economies in the 19-nation Monetary Fund, Prime Minister Alexis Tsipras, who has spent his first 100 days in office trying to roll back the austerity program he escalated in the historic search for a better deal. He is expected to speak by phone with U.S. President Barack Obama Saturday.

The country then may have to impose capital controls to stem the withdrawal of funds, said Maki, an analyst at JPMorgan Chase & Co. in London.

Before the European project, Greece had spent

Since the Nazi occupation during World War II — still an irritant during its 10-century history — there have been military conflicts and the like between Communists and the anti-Communists, and in the 1980s, an inflation rate over 100 percent.

A member of NATO since 1952, the 11-million strong army joined a precursor to what became the European Union in 1957, and in 1989, finally, full access to international debt markets.

There was a general sense of euphoria — you could get a job with the state, and public spending was rising. Prices kept going up," said Vourloumis, who has run banks and telecommunications companies along the way. "And then with the Eurozone debt crisis, the whole thing was revealed — our economy was not on a sustainable path, and public spending was not sustainable and a 'comprehensive response' to the enormous debt load.

Budget-cut plan protested in U.K.

BRUNO BERNARD

LONDON — Thousands of people from across the U.K. marched from the Bank of England to Westminster on Saturday to protest planned government spending cuts.

"Mondays will be difficult," said Lambros, the worried owner of the bundles of cash in Athens.

He planned to spend the weekend watching television news and worrying about the economy.

If the country left the euro, she asked, "What am I supposed to buy food with?"

Information for this article was contributed by Nikos Chrysanthopoulos and Theophilos Agoris of Bloomberg News.

European Union President Donald Tusk, who is due to meet with European Central Bank chief Mario Draghi, IMF head Christine Lagarde and German Finance Minister Wolfgang Schäuble.

Those institutions control the purse strings.

Bring back from Moscow by Vladimir Putin, Tsipras will hunker down in his close office to come up with a plan to give the eurozone a few more days of financial breathing space from the European Central Bank, which can issue the maximum amount of emergency funding Greek banks can access.

On Sunday, the central bank will revisit that emergency funding as deposits continue to flee Greek banks at dizzying rates. About 81 percent of Greek bank deposits in the past two days alone, according to a person familiar with the matter.

After meeting Thursday, ended in frustration, European finance ministers returned to Athens on Monday for the summit of leaders that could determine the future of the eurozone and Greece's place in it.

The euro-area bailout of Greece has been a month and a half, with about \$17 billion given to the International Monetary Fund.

Greece's negotiating team on Saturday to discuss the bailout talks and the prime minister's residence in the prime minister's residence on Tuesday morning. Tsipras on Saturday canceled a press conference he had planned for Wednesday, new said.

"The euro zone would have a major impact on the country's citizens and economy," he said.

Given the scale of a failure here, the consequence could be a terrible, terrible decline in their economy, and that's what's at stake," he said.

"Athens will bear the first brunt of a failure."

With all parties in the negotiations, the burden is on the government, "we are the ones that are responsible," he said.

The Conservatives' outright victory in last month's election gives them the ability to implement their manifesto without having to offer concessions to coalition partners.

Chancellor George Osborne, who will announce a budget next month, is seeking \$4.8 billion in spending cuts, including \$1 billion in welfare savings to help return Britain to a surplus.

"First, we need an auditor," said Paul Hutchison, a pensions administrator at the National Health Service. "We should be investing in infrastructure, getting more jobs, which will help pay taxes and then pay off the debt."

Yannis Varoufakis, in an opinion piece published Saturday, says Greece must work with European counterparts for showing no willingness "Thursday to consider his 'weird' proposal."

"Especially my presentation was not with defiance," Varoufakis wrote.

In a separate interview with *L'Espresso* newspaper, Varoufakis said he doesn't want Greece to abandon the euro and is optimistic differences will be overcome.

He also warned that the ruling Syriza party would be replaced by neo-Nazis if Greece ends up defaulting

and leaving the euro.

It's not yet clear if Tusk will bring a new plan, a Greek government official said. Near the end of the week, the same officials will reconvene again for a scheduled two-day summit.

The article was

distributed by

Renee Stevens

Editor, Arkansas

Democrat-Gazette

Mark Davis, Jonathan Sharpen, Connie Rizzo, Stephanie Boddy, Linda McRae, David Lovell, Milton Chrysochos, Marcus Beresford, Alessandro Speciale, Elisa Chepa and Elizabeth Denham of

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Wright

of Arkansas

Connections

Academy

Notice of Public Hearing Published 6/28/15

Arkansas Democrat-Gazette

• • SUNDAY, JUNE 28, 2015 • 3A

*Border rules cut off jobs, homes***Dominicans' door closing to Haitians**

JOSHUA PARTLOW

THE WASHINGTON POST

COVANAMINTHE, Haiti — Seven months ago, he walked for the past five years, Smith Lafur has left his one-room cinder-block shack, walked through the goats and the sour-cherry trees down the quiet dirt lanes and out into the shouts and motorcycle roar of the clamoring border town of Ouanaminthe.

He has stopped sending the smoldering trash piles and the clothes drying on the bank of the Marigot River, which separates Haiti from the Dominican Republic, and hopped up onto the border bridge on his way to another day's work. At the gate, he gave Lafur a passport — or papers of any kind — but mentioned his boss, a customs official who runs several houses and with whom he has crossed into Dajabon.

Over the years, Lafur has built a house, a small concrete walls, food to eat and swept the path at the Drink Bar — the type of manual labor that can live on and that is farmland to find in his native Haiti. But his daily routine and the livelihoods for hundreds of thousands of Haitians have been disrupted by new immigration rules that intend to cut Haitians who don't have documentation to stay in the Dominican Republic, even those who were born there.

"Everything we can get is here," Lafur said at one of the Drink Bar's tables. "I don't know how to find my place in Haiti."

In the days before the June 17 deadline for foreigners to register for residency permits — if they could prove they lived in the Dominican Republic — there were predicted police roundups and waves of deportations. So far what has happened instead is voluntary departures of more than 10,000 Haitians who fear that such a crackdown could turn violent.

On Sunday, it is now the scene of returning Haitian families packed into trucks lashed high with suitcases, laden high with suitcases, lashed high with suitcases. In their rush to leave, some have left their native and appliances; some said an immigration agent stole money or threatened harm if they didn't. Smith Lafur, a 29-year-old who worked as a cook in Santo Domingo, stood in a dirt lot with his belongings, not sure where to go next.

"I don't know what to do, but I was worried," he said. "Their president wants all the Haitians to leave. So we're leaving."

The Dominican government has encouraged these departures, with free bus rides to the border.

"The government of the Dominican Republic has not expelled one person as of this hour," Roberto Rodriguez Mora, the country's top spokesman, said in an interview. "We didn't invent this. We didn't invent this to test if you are or aren't a spy. What we want is the international community has to understand this: we want to end our conflict. Please, let us resolve our conflict."

The roots of the immigration policies date from a 2004 law that was challenged in court and then amended until last year during the presidency of Danilo Medina. The law calls for registering the entire population.

Haitians or people of Haitian descent — living without the proper documentation in the country — are not counted, the spokesman said, a quarter of the country's health budget is consumed by Haitians living in the country illegally and not paying taxes, and about 10 percent of births along the border are to Haitian women.

The government has described its policy as being measured — and with an eye to avoiding disruptions to industries relying on manual labor and to the human right of Haitians to seek opportunities for retirees and unemployed students. So far, 288,000 people have been the registration process.

Those people, Rodriguez said, that are in our territory should go to Haiti and look for their documents, and then request to come to our country



Haitians just deported from the Dominican Republic stand on the Haitian side of the border June 17 in Malpasse, unsure of what to do next.



Arkansas Democrat-Gazette

northern city of Santiago. The sugar cane industry has shriveled, but her sons found jobs in construction on farms.

On a recent day, two of them, Thony Dume, 29, and Felix Montes, 34, worked on an outdoor cemented shack in Ouanaminthe while Lafur had moved four days before to make room for more relatives returning from the Dominican Republic.

"It wasn't a problem living there before. The police and many others knew me," Dume said. "Now things are too hot."

On March 2, before deciding to move, Dume stood in line at one of the government offices to apply for a new passport himself. That gave him 45 days to prove he had the right to live in the Dominican Republic even though he was born there.

During that time, he needed to get written documentation from seven neighbors to vouch for his birth. He got a testimony from a corner store where he shopped, and proof of residency with a land record, a birth certificate, or other government paperwork of which he had. To hire a lawyer to complete the process cost \$100. He also had to wait in queue what he could earn in five months at his job milking cows in Santiago.

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Over the year, the Dominican border town has grown into a bustling commercial center, with many small and medium-sized companies from the country selling their wares at the market to Haitian customers. The shoppers crowd the streets, many wearing baseball caps, hats, sunglasses, and studded on their heads, loaded into wheelbarrows and motorcycle carts.

"They make our economy dynamic," said Ana Carrasco, who runs a small shop on the border.

The roots of the immigration policies date from a 2004 law that was challenged in court and then amended until last year during the presidency of Danilo Medina.

The law calls for registering the entire population.

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The government has described its policy as being measured — and with an eye to avoiding disruptions to industries relying on manual labor and to the human right of Haitians to seek opportunities for retirees and unemployed students.

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.

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FRIDAY, JULY 17 **SATURDAY, JULY 18**
6:00 P.M. 2:00 P.M.

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Bentonville, AR 72712 N. Little Rock, AR 72117

needs to happen?"

Other Dominican business owners have more to lose.

On the 1,700 acres of Hiroshi Rodriguez's rice farms, the manual labor is done by trafficked-in Haitian workers because, as he said, "Dominican workers don't want to work."

On special occasions over the past two months, soldiers and immigration officials have arrived and taken them away. He finds it particularly frustrating because soldiers, he said, take bribes from the migrants to let them through the highway checkpoints.

"This makes me enraged. They don't let me work, but they do let them work."

"The government is going to have to recognize that all the companies need them," he added. "Pretty soon this is going to happen."

On June 20, Smith Lafur

headed for the bridge. It was his fourth bridge crossing if he wanted a passport, he needed to get to the Drink Bar. He pushed through the crowd to the border gate. He told the guard who he was, Lafur said, but this time the guard shook his head.

"Not today," he said.

"This isn't good right now," Lafur said. He took a break, then turned away and sat on the rolling-over-the river. In the past, he'd considered trying to get to the United States, he said, but he had no money. He didn't have the money to apply for a Haitian passport, and his boss in the Dominican Republic had him on a work permit. He was tired of sneaking around.

"I want to arrive in a country I can buy my own paper," he said. "I want to be able to walk as a free man."

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Notice of Public Hearing Published 7/9/15

Arkansas Democrat-Gazette

Medicare

Continued from Page 1A
making Medicare the largest insurer at the end of life, according to the Kaiser Family Foundation.

"As a practicing physician, and a son, I would say those who have died in their home in their family, I would say these are discussions ... that are critical to high-quality care," said Patrick C. O'Neil, Medical Director of medical office. "I would want any American who wanted to have this conversation with their clinician to have the opportunity to do so."

Medicare is using a relatively new term for end-of-life counseling: advance care planning. The agency's goal is to reflect expert advice that people should make their wishes known about end-of-life care at different stages of their lives, as early as when they get a driver's license.

The counseling aims to discern the type of treatment patients want in the final days, with options ranging from care that's more focused on comfort than extending life to all-out medical efforts to resuscitate a dying person.

This is a patient-centered policy intended to support a careful planning process that is essential for a physician or qualified health care professional," Andrew Gurman, president-elect of the American Medical Association, said in a statement.

"This issue has been mischaracterized in the past and it is time to facilitate patient choices for advance care planning decisions."

Before former Alaska Gov. Sarah Palin ignited the "death panels" outcry, there was

long-standing bipartisan consensus about helping people to better understand their end-of-life choices and decisions.

A 1992 law passed under Rep. John D. Dingell, D-Mich., and Sen. George H.W. Bush required hospitals and nursing homes to help patients who want to prepare living wills and advance directives for their care.

Similar efforts gained resonance after the 2005 death of Terri Schiavo, a brain-damaged woman whose family fought for years over whether she would want to be kept alive in a vegetative state.

Then Florida Gov. Jeb Bush, who grew up in the family's ordeal, ordering feeding tubes removed for Schiavo against her husband's wishes. The national attention focused in a legal battle with Schiavo's parents, who wanted her kept alive.

In 2008, a year before he died, over the federal Patient Protection and Affordable Care Act spiraled into Tea Party protests. Congress, however, which had been legislatively requiring doctors to discuss advance care planning like living wills with new Medicare enrollees.

And just months before the law took effect, running mate for GOP presidential nominee John McCain, Palin herself signed a proclamation supporting advance care planning.

Since the health law's passage, claims of "death panels" have quieted, though Republicans have insisted that the provisions confuse many Americans about what the law does.

Supporters have said cold-selling would give patients more control and would free them from painful decisions or conflicts, such as in the Schiavo case.

After the report, advocates said they would consider a change in policy for 2016.

"End-of-life discussions should be part of the regular clinical visit," Dr. Paul Pizzati, director of Stanford University medical school and the report's author, told the Associated Press.

"Beginning Medicare is one of those opportunities where we can increase awareness and reflection."

Information for this article was contributed by Matt Sedensky and Ricardo Alonso-Zaldivar of The Associated Press; by Zachary Fassett of the Arkansas Times; by Pam Belluck of The New York Times; and by Noam N. Levey of Tribune News Service.

Consulting Group plans to compile information about the computer systems used by the seven state health insurance exchanges. Arkansas marketplace officials have labeled as having "proven functionality." Those states include California, Colorado, Connecticut, Massachusetts, New York, Rhode Island and Washington.

The marketplace also plans to solicit information on the potential costs of copying and customizing the software code.

The board's vote on the name and the logo followed the recommendation of its outreach and marketing committee.

Gary Heathcoat, senior client strategist for the Stamford, Conn.-based firm in Little Rock, told the committee last month that the firm came up with the name and the logo after testing more than 1,000 combinations of names, slogans and logos with potential consumers.

Also Wednesday, the board recognized the service of former state Sen. Steve Faris of Malvern, who said he resigned from the board about two years ago.

Faris, who was appointed to an eight-year term on the marketplace committee by Senate President Pro Tempore Michael Lamouroux in 2013, cited his appointment to the Arkansas School for Mathematics, Sciences and the Arts.

He said he didn't have enough time to serve on both boards. While he enjoyed his time on the marketplace board, he said, he wanted to focus more time on his chance to serve on it.

"There's very few things that I've been involved in that I think have touched people as much as this," he said.

The current president pro

of the state Department of Insurance, James Sheld, has thanked Faris for his service.

If Arkansas uses computer code from another state, that code could include software for various functions, such as tax credits, Arkansas Health Insurance Marketplace Director Cheryl Smith Gardner has said.

Compared with starting from scratch, using another state's technology also would be quicker and cheaper, in part because, among the expenses, the code would be supplied to Arkansas as those other states use it.

If Arkansas uses computer code from another state, that code could include software for various functions, such as tax credits, Arkansas Health Insurance Marketplace Director Cheryl Smith Gardner has said.

By contrast, most states that build their own exchanges paid an average of \$10 million, she said.

Because of Maryland's success, as well as the cost-effectiveness of a capability system technology from Kentucky to Oregon, Gardner said, an official with the federal Centers for Medicare and Medicaid Services told her that the agency would be "very likely to approve costs" for anything that wasn't a transfer solution.

To help the board decide what state to copy, the board's consultant, Boston-based Pub-



Health care extras
www.arkansascorner.com
U.S. Supreme Court
scotusblog.com/scotus

figure out the right balance between quality of life and pursuing intensive treatments, said the academy, then called the Institute of Medicine.

The report said people

Senators pitch tax shift to fund roads

• THURSDAY, JULY 9, 2015 • 3A

THE WASHINGTON POST

WASHINGTON — Two top tax writers on the Senate Finance Committee on Wednesday released a proposal that includes an option to use revenue generated by overhauling parts of the corporate tax code to help pay for transportation projects, despite warnings from Finance Committee Chairman Orrin Hatch that he does not believe it makes sense to pay for a highway bill.

The international tax overhaul framework released by Sen. Tom Coburn, R-Okla., and Rob Portman, R-Ohio, does not specify how much money it would raise or how much could be taken from the Highway Trust Fund, which

has quietly been used to

implement the program.

After the Senate's

proposal was released, Hatch

said he does not believe it

makes sense to pay for a highway bill.

The international tax over-

haul framework released by

Sen. Tom Coburn, R-Okla.,

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Notice of Public Hearing Published 7/20/15

Arkansas Democrat-Gazette

National

MONDAY, JULY 20, 2015 • 3A

The nation in brief

QUOTE OF THE DAY

"We don't want to leave our folks out there as targets when we've had such a horrible event happen just three days ago."

BILL HASLAM
— the governor of Tennessee calling for a review of security policies at National Guard armories and other military installations after a shooting in Chattanooga that killed four Marines and a sailor.

Article 1A

Japanese apologize to American POWs

LOS ANGELES — A Japanese corporation gave an unprecedented apology today to a 94-year-old U.S. prisoner of war for using American POWs for forced labor during World War II.

At the solemn ceremony hosted by the Museum of Tolerance at the Simon Wiesenthal Center, Los Angeles Mayor James Murphy of Santa Monica accepted the apology from executives of Mitsubishi Materials in front of a projected image of the U.S. and Japanese flags.

Murphy, who was forced to work in Mitsubishi copper mines, called the apology sincere and remorseful.

"This is a glorious day," Murphy said. "For 70 years we waited for this."

Japan's government issued a formal apology to American POWs in 2009, but again in 2013, the shrinking ranks of POWs used as slaves at mines and industrial plants have so far had little luck in getting an apology from corporations who used them. Some 12,000 American prisoners were shipped to Japan to fight to die at more than 50 sites to support imperial Japan's war effort, and about 10 percent died, according to Tomoko Tokunaga, director of the U.S.-Japan Dialogue on POWs.

Police arrest man in deaths of five

MODESTO, Calif. — A man was arrested Sunday in the deaths of his daughter, two nieces and two women whose bodies were found Saturday in a California home, police said.

Modesto police spokesman Heather Graves said Martin Martinez, 30, of Modesto was detained in Stockton early Sunday and booked into the Calaveras County jail on suspicion of murder.

Martinez had a past relationship with one of the women, and the mother of his daughter, police said. All the victims are related, and the children's ages range from 10 to 16 years old, Graves said.

Police aren't releasing information about a motive, cause of death or if the three girls and two women had been dead when they were found, she said.

Officer Michael Hayes of California's Central Valley, discovered the bodies Saturday afternoon while responding to a request to check the home, Graves said.

Bridge collapses on California's I-10

LOS ANGELES — An elevated section of Interstate 10 collapsed Sunday during heavy rains in a remote desert area of Southern California, traffic between the state and Arizona was halting a driver injured.

A bridge on eastbound I-10 across a normally dry desert wash about 50 miles west of the Arizona state line was swept away by floodwater, Highway Patrol said, and all traffic headed toward Arizona was blocked.

The four-lane section of the freeway remained intact, but traffic was being stopped while it was repaired. The Arkansas Fire Department said it had to extract a driver who crashed in the collapse. The person was taken to a hospital with moderate injuries.

— COMPILED BY DEMOCRAT-GAZETTE STAFF FROM WIRE REPORTS

Carter to pitch nuke deal in Mideast trip

COMPILED BY
DEMOCRAT-GAZETTE STAFF

PHOTO BY JONATHAN ERNST/REUTERS

WASHINGTON — U.S. Defense Secretary Ashton Carter arrived in Israel on Sunday on a mission to reassure America's closest partner that American troops are agreeing to a nuclear deal with Iran.

Carter said his trip to Israel, Saudi Arabia and Jordan is the most important moment because of the Iran deal," which Israeli Prime Minister Benjamin Netanyahu has condemned as a threat to Israel.

Carter is scheduled to meet with Israeli Prime Minister Benjamin Netanyahu on Tuesday before traveling to Saudi Arabia and Jordan.

The Pentagon chief said he will use the visit to discuss ways to improve military cooperation without trying to force Israel to accept the deal, which has been an easing of economic sanctions on Iran for cuts on the Islamic Republic's nuclear program.

Carter told reporters aboard his plane en route to Tel Aviv that he can agree to disagree about the deal.

With George Stephenson, U.S. ambassador to Israel, who has been a main advocate of Mideast leaders to reaffirm U.S. support and to explain the deal.

Carter said the agreement made with Iran by the U.S. and five other world powers last week is "a good deal" that "removes a critical element of uncertainty and uncertainty from the region."

The deal "places no limitations on the United States' or its allies' ballistic missile defense and counterterrorism capabilities while protecting the country's 'strategic military assets,'" Carter said.

In the interview, Carter previewed the message he will convey to Israel, Jordan and Saudi Arabia on behalf of President Barack Obama, who has been pushing a nuclear deal with Iran to keep anybody's mind in Israel," Carter told reporters aboard his plane en route to Tel Aviv. "I think we can agree to disagree about the deal."

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Carter said the deal is designed to make Israel and our Arab neighbors safer, why should we be concerned about anything else?"

Persian Gulf allies led by Saudi Arabia have questioned whether Iran can be trusted to honor the accord and how it will affect their own security and billions of dollars in revenue by sector apart by sector.

Carter said he plans to meet with King Abdullah of Saudi Arabia to discuss ways to counter Iranian aggression and combat Islamic State forces.

When asked if he has plans to visit Syria, U.S. officials said no. In the Persian Gulf region, Carter said, "We're always looking for ways to strengthen our position."

For Saudi Arabia, the U.S. will work to improve counterterrorism activities, maritime security, special operations, integrated air and space defenses, and cybersecurity, he said.

Carter said he plans to travel with Yaelon to the country's northern border with Jordan and

cover most of the newly eligible Medicaid enrollees, rose by 8 cents, to \$48.6 billion.

That number, which had been approved as April 30, had been projected to need \$500 million between 2017 and 2019, said Democratic Sen. Richard Durbin, one of several senators who oversaw the budget.

The best solution, he said, is to keep doing what people are doing and do more for the government health care program.

"I think, really, the only way to keep this manageable is to keep doing what people are doing, get people off Medicaid," he said.

In Arkansas, Medicaid enrollment grew differently than in most states. Under what it calls a "private option," the state uses federal money to hire private insurance companies to administer Medicaid.

The federal government agreed to pay all costs for the new enrollees through 2016, but it will begin lowering its share in 2017. States will pay 100 percent of the cost level, currently \$16.245 for an individual.

At least 14 states have seen new enrolments exceed their original projections, causing at least a 10 percent increase in the cost of expanded Medicaid, Carter said.

Several expansion states have already revised their budget estimates because of the larger-than-expected enrollment, according to an Associated Press analysis.

"The numbers are there that we're up at night at the price point and the cost of expanded Medicaid."

Several expansion states have already revised their budget estimates because of the larger-than-expected enrollment, according to an Associated Press analysis.

Arkansas' new enrollees so far — almost three times more than the 800,257 had anticipated. Enrollment in the state more than doubled.

Oregon originally estimated 222,700 newly eligible Medicaid enrollees would be in by the end of June, but that number ballooned to 866,000.

Paying for the new enrollees isn't the only Medicaid cost that Oregon lawmakers starting in 2017, the state will save money in the

girl and took her back to Pittsburgh. After being informed of her disappearance Friday morning, investigators the following day traced her to a nearby girl reported missing in Oklahoma.

Police in Allegheny County said officers were called to the home in Fayette Township about 11:30 a.m. Sunday, and were able to trace his phone to the Pittsburgh area, Ford said.

Police at the scene were apprised by county bomb squad and SWAT team and officials said they knew the man was armed. For hours, they tried to get him to surrender, officials said.

Officials said the girl was taken to Children's Hospital of Pittsburgh for examination.

— COMPILED BY DEMOCRAT-GAZETTE STAFF FROM WIRE REPORTS

Man kills himself in motel standoff

THE ASSOCIATED PRESS

MORGAN, Pa. — Authorities said a man killed himself in western Pennsylvania after a standoff at a motel involving a missing girl reported missing in Oklahoma.

In Allegheny County, officials were called to the home in Fayette Township about 11:30 a.m. Sunday, and were able to trace his phone to the Pittsburgh area, Ford said.

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— COMPILED BY DEMOCRAT-GAZETTE STAFF FROM WIRE REPORTS



AP/WIDEWORLD

Syria. The visit will help Carter assess the threat posed by Iran and Hezbollah, which the U.S. considers a terrorist organization.

When asked if he was concerned that Israel could take pre-emptive military action against Iran because of the nuclear deal, Carter said only that military options have been discussed by Israel and officials said that the U.S. military option is preserved.

The U.S. has invested hundreds of millions in a terminal air defense system known as Iron Dome designed to shoot down short-range rockets, missiles and artillery shells fired into northern Israel from southern Lebanon and into Israel's south from the Gaza Strip.

Two months ago, Washington announced a \$1.9 billion arms sale to Israel for a range of missiles and bombs that can penetrate reinforced defenses to reach underground targets.

The trip also includes a stop in Jordan to meet with the Persian Gulf region, Carter said. "We're always looking for ways to strengthen our position."

For Saudi Arabia, the U.S. will work to improve counterterrorism activities, maritime security, special operations, integrated air and space defenses, and cybersecurity, he said.

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-NOTICE OF PUBLIC HEARINGS-

Arkansas Connections Academy announces a public hearing 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.

MONDAY, JULY 27

9 A.M.

Holiday Inn Express
2205 SE Walton Blvd
Bentonville, AR 72712

Notices as provided by the Arkansas Democrat Gazette

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FRIDAY, JULY 17 **SATURDAY, JULY 18**
6:00 P.M. 2:00 P.M.

Holiday Inn Express
2205 SE Walton Blvd
Bentonville, AR 72712

Hilton Garden Inn
4100 Glover Ln
N. Little Rock, AR 72117

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Flyer Distributed by Board Members



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Friday, July 17, 2015 at 6:00 PM

Monday, July 27, 2015 at 9:00 AM

Holiday Inn Express & Suites
2205 S.E. Watson Blvd
Bentonville, AR 72712

Saturday, July 18, 2015 at 2:00 PM

Hilton Garden Inn North Little Rock
4100 Glover Lane
North Little Rock, AR 72217

Email from Board President Dennis Beck to Superintendents on 7/6/15

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Monday, July 06, 2015 1:47 PM
To: ldardenne@dewitt.k12.ar.us; jcouch@bergman.k12.ar.us; bradfordr@quitman.k12.ar.us; David Woolly; Scott Spainhour; newton.jerry@poyenschool.com; gerald.cooper@melbourneschools.org; Fred Walker; Larry Bennett; cshannon@bulldogs.k12.ar.us; backlin@dollarwayschools.org; linda.watson@pbsd.k12.ar.us; hazelwd@WCMAIL.K12.AR.US; lesmith@whitehallsd.org; pnicholsanderson@lighthouse-academies.org; ccook@responsiveed.com; Roy Hester; brendahaynes@sheridanschools.org; tgardner@msd.gaggle.net; lovethesixtiesman yeah; dsmith@paragouldschools.net; blee@blevins.swsc.k12.ar.us; Bobby Hart; Angie Raney; susan.stewart@bsd-lions.net; ngills@grbeavers.org; mcclurg@magnetcove.k12.ar.us; bgolden@malvernleopards.org; kissirer@osd.k12.ar.us; ddavis@outlaw.dmsc.k12.ar.us; turnerc@mssd2.k12.ar.us; doug.graham@nashvillesd.com; Randy Willison; roger.rich@southsideschools.org; dstanley@midlandschools.org; Ann Webb; skid@calico.k12.ar.us; David.Hopkins@csdar.org; willie.murdock@lcسد.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 K. Parrish; sbeck@mag.wsc.k12.ar.us; Wayne Fawcett; tony.thurman@cps.k12.ar.us; Dale Query; Larry.Ivens@yellvillesummitschools.com; rwaters@dragons.k12.ar.us; ratwill@blythevilleschools.net; bmace@gosnellschool.net; castorp@mps.crsc.k12.ar.us; ksay@jasper.k12.ar.us; drozenberg@beardenschools.org; Walton Pigott; phughey@stephens.k12.ar.us; mcox@osd1.org; ventl@lions.grsc.k12.ar.us; wkey@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@kippdelta.org; butcher@ck.k12.ar.us; jeffalex123@yahoo.com; feather@mboro.k12.ar.us; thompsona@mtree.k12.ar.us; Myra Graham; mpierce@mail.epc.k12.ar.us; benny.weston@menaschools.org; Danny Sample; scrumpler@orsd.k12.ar.us; lamartin@cossatot.k12.ar.us; Mark Gotcher; jerry.owens@doverschools.net; walt.davis@hector.k12.ar.us; Larry Dugger; Randall Williams; burnsr@desarc.wmsc.k12.ar.us; mdonaghy@hazen.k12.ar.us; dexter.suggs@lrsd.org; Kelly Rodgers; jguess@pcssd.org; rob.mcgill@academicsplus.org; ekin@lisacademy.org; ssides@arva.org; valerie.tatum@arkansas.gov; jbacon@estemlr.net; Fatih Bogrek; blindquist@lrprep.org; Katie Tatum; jim.hill@asb.k12.ar.us; mikep@asd.k12.ar.us; brett.smith@arkansas.gov; Larry Sullinger; Daryl Blaxton; joye.hughes@fcisd.grsc.k12.ar.us; sowens@hsd4.org; jestes@pwsd.k12.ar.us; williams@bauxiteminers.org; jcollum@bentonschools.org; tkimbrell@bryantschools.org; dhenley@cardinals.dsc.k12.ar.us; wayman.gary@waldronsd.org; jhulsey@omsd.k12.ar.us; john.ciesla@greenwoodk12.com; Teresa Ragsdale; Andrew Vining; bgooden@fortsmithschools.org; bill.pittman@hacketthornets.org; steve.rose@lavacaschools.com; rross@mansfieldtigers.org; Bruce Hill; Lee Smith; sgreen@cavecity.ncsc.k12.ar.us; Tracy Webb; rowdyr@mvdistrict.k12.ar.us; ivoris@esd-15.org; lower@jcdragons.k12.ar.us; asnow@norphlet.k12.ar.us; lusks@strong.scsc.k12.ar.us; jones@clinton.k12.ar.us; Vicki Thomas; allen.williams@pgtigers.org; Michael White; dave.wilcox@smackover.net; Betty McGruder; Billy Jackson; jordan@elkinsdistrict.org; BLAW@FARMCARDS.ORG; ccudney@greenlandsd.com; Mary Ann Spears; missy.hixson@pgtigers.org; Vol Woods; jrollins@sdale.org; John Karnes; MartinSchoppmeyer@haashall.org; Sheila Whitlow; cspann@rbsd.k12.ar.us; dbarrett@searcyschools.org; kieth.williams@baldknobschools.org; Belinda Shook; adunn@bradford.k12.ar.us; Delena Gammill; kathy.berryhill@pangburnschools.org; Ray Nassar; scottb@mccrory.k12.ar.us; JOHN.THOMPSON@DARDANELLE.K12.AR.US; cleveland@wolverines.k12.ar.us; loydj@trgators.org; mbryant@sps.k12.ar.us; bwood@csd.k12.ar.us; mdyson@hsdlions.org; Don Sharp; Lonnie Myers; mike.seay@norfork.k12.ar.us; mpoore@bentonvillek12.org; lben@decatarsd.com; Randy Barrett; richard.page@gravetteschools.net; jdarr@rps.k12.ar.us; ken.ramey@sssd.k12.ar.us; rmeal@prs.k12.ar.us; phines@bcsa.k12.ar.us; amartin@alpena.k12.ar.us; jholland@westsiderebels.net; hal.landrith@mountida.k12.ar.us; rpoole@prescott.k12.ar.us; rick mcafee; Melinda Moss; jerry.parrett@omaha.k12.ar.us;

Arkansas Connections Academy

ctrammell@valley.k12.ar.us; JDAVIDSON@LEADHILLSCHOOLS.NET; Richard Rankin; Marilyn Johnson; jcunningham@hampton.k12.ar.us; RByrd@bobcat.k12.ar.us; dkellogg@es.k12.ar.us; Matt Summers; jvaught@lakeside.sesc.k12.ar.us; Donnie Whitten; Allen Blackwell; kellee.smith@corning.k12.ar.us; charlie.powell@piggottschools.net; jfowler@rector.k12.ar.us; michael.davidson@concord.k12.ar.us; Russell Hester; Sally Bennett; gary.masters@smccolts.com; Andy Chisum; Dudley Hume; Johnnie Johnson; John Moore; hinesg@emerson.k12.ar.us; cbeene@nemo.k12.ar.us; J. Carroll Purtle; Shawn Halbrook; Chip Layne; Bryan Duffie; Kevin McGaughey; gtaylor@buffaloislandcentral.com; kim.wilbanks@jonesboroschools.net; James Dunivan; radius.baker@valleyviewschools.net; Tommy Knight; eddie.johnson@england.k12.ar.us; jclark@carlisle.k12.ar.us; rallen@1hsd.org; Forrest Mulkey; dforeman@cedarvilleschools.org; Dennis Copeland; dhigdon@mpvschools.com; mdickerson@vbsd.us; rnicks5701; collins@wmsd.net; djohnston@msd3.org; Carolyn Wilson; Carl Easley; collinsd@fordyceschools.org; david.rainey@dumas.k12.ar.us; Thomas Gathen; billy.williams@drewcentral.org; Bobby Harper; murryg@conwayschools.net; richard.montgomery@scmail.k12.ar.us; jsanders@foremanschools.org; Jim Bridges; cosseyb@guy.afsc.k12.ar.us; jgray@mayflowerschools.org; lwalters@faculty.mve.k12.ar.us; Frank Mitchell; jstubblefield@tigersmail.org; Joan Jones; Jim Ford; david.turnbough@mammothspringschools.com; Ken Rich; John May; nancya@cms.dsc.k12.ar.us; dbeckwith@flcobras.com; Joyce Craft; andy.curry@jsdlions.net; Steve Anderson; shawn_cook@lakesidesd.org; grayr@mpsd.k12.ar.us; keithm@lcscougars.org; Radius.Baker@hoxie.nesc.k12.ar.us; mwalton@sloan-hendrix.com; grantg@dps-littlejohns.net

Cc: ADE Charter Schools

Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm

Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck

Board President

Arkansas Connections Academy

Email from Board President Dennis Beck to Superintendents on 7/9/15

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Thursday, July 09, 2015 1:59 PM
To: ldardenne@dewitt.k12.ar.us; jcouch@bergman.k12.ar.us; bradfordr@quitman.k12.ar.us; David Woolly; Scott Spainhour; newton.jerry@poyenschool.com; gerald.cooper@melbourneschools.org; Fred Walker; Larry Bennett; cshannon@bulldogs.k12.ar.us; backlin@dollarwayschools.org; linda.watson@pbsd.k12.ar.us; hazelwd@WCMAIL.K12.AR.US; lesmith@whitehallsd.org; pnicholsanderson@lighthouse-academies.org; ccook@responsiveed.com; Roy Hester; tgardner@msd.gaggle.net; lovethesixtiesman yeah; dsmith@paragouldschools.net; blee@blevins.swsc.k12.ar.us; Bobby Hart; Angie Raney; susan.stewart@bsd-lions.net; bgolden@malvernleopards.org; kissirer@osd.k12.ar.us; turnerc@mssd2.k12.ar.us; doug.graham@nashvillesd.com; Randy Willison; roger.rich@southsideschools.org; dstanley@midlandschools.org; Ann Webb; skid@calico.k12.ar.us; David.Hopkins@csdar.org; willie.murdock@lcisd.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 K. Parrish; sbeck@mag.wsc.k12.ar.us; Wayne Fawcett; tony.thurman@cps.k12.ar.us; Dale Query; Larry.Ivens@yellvillesummitschools.com; rwaters@dragons.k12.ar.us; ratwill@blythevilleschools.net; bmace@gosnellschool.net; castorp@mps.crsc.k12.ar.us; drozenberg@beardenschools.org; Walton Pigott; phughey@stephens.k12.ar.us; mcox@osd1.org; ventl@lions.grsc.k12.ar.us; wkey@caddohills.org; dennistonr@deer.k12.ar.us; rdavis@cfsd.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@kippdelta.org; jeffalex123@yahoo.com; feather@mboro.k12.ar.us; thompsona@mtree.k12.ar.us; Myra Graham; mpierce@mail.epc.k12.ar.us; benny.weston@menaschools.org; Danny Sample; scrumpler@orsd.k12.ar.us; lamartin@cossatot.k12.ar.us; Mark Gotcher; jerry.owens@doverschools.net; walt.davis@hector.k12.ar.us; Larry Dugger; Randall Williams; burnsr@desarc.wmsc.k12.ar.us; dexter.suggs@lrsd.org; Kelly Rodgers; jguess@pcssd.org; rob.mcgill@academicsplus.org; ekin@lisacademy.org; ssides@arva.org; valerie.tatum@arkansas.gov; jbacon@estemlr.net; Fatih Bogrek; blindquist@lrprep.org; Katie Tatum; jim.hill@asb.k12.ar.us; mikep@asd.k12.ar.us; brett.smith@arkansas.gov; Larry Sullinger; Daryl Blaxton; joye.hughes@fcisd.grsc.k12.ar.us; jestes@pwsd.k12.ar.us; williams@bauxiteminers.org; jcullum@bentonschools.org; tkimbell@bryantschools.org; wayman.gary@waldronsd.org; john.ciesla@greenwoodk12.com; Teresa Ragsdale; Andrew Vining; bgooden@fortsmithschools.org; bill.pittman@hacketthornets.org; steve.rose@lavacaschools.com; rross@mansfieldtigers.org; Bruce Hill; Lee Smith; sgreen@cavecity.ncsc.k12.ar.us; Tracy Webb; rowdyr@mvdistrict.k12.ar.us; ivoris@esd-15.org; lower@jcdragons.k12.ar.us; asnow@norphlet.k12.ar.us; lusks@strong.scsc.k12.ar.us; jones@clinton.k12.ar.us; allen.williams@pgtigers.org; Michael White; dave.wilcox@smackover.net; Betty McGruder; Billy Jackson; jordan@elkinsdistrict.org; BLAW@FARMCARDS.ORG; ccudney@greenlandsd.com; Mary Ann Spears; missy.hixson@pgtigers.org; Vol Woods; jrollins@sdale.org; John Karnes; MartinSchoppmeyer@haashall.org; Sheila Whitlow; cspann@rbsd.k12.ar.us; dbarrett@searcyschools.org; Belinda Shook; adunn@bradford.k12.ar.us; Delena Gammill; kathy.berryhill@pangburnschools.org; Ray Nassar; scottb@mccrory.k12.ar.us; JOHN.THOMPSON@DARDANELLE.K12.AR.US; clevelandl@wolverines.k12.ar.us; loydj@trgators.org; bwood@csd.k12.ar.us; mdyson@hsdlions.org; Don Sharp; Lonnie Myers; mike.seay@norfork.k12.ar.us; mpoore@bentonvillek12.org; Randy Barrett; richard.page@gravetteschools.net; jdarr@rps.k12.ar.us; ken.ramey@sssd.k12.ar.us; rneal@prs.k12.ar.us; amartin@alpena.k12.ar.us; jholland@westsiderebels.net; hal.landirth@mountida.k12.ar.us; rpoole@prescott.k12.ar.us; rick mcafee; Melinda Moss; jerry.parrett@omaha.k12.ar.us; ctrammell@valley.k12.ar.us; JDADISON@LEADHILLSCHOOLS.NET; Richard Rankin; Marilyn Johnson; jcunningham@hampton.k12.ar.us; dk kellogg@es.k12.ar.us; Matt Summers; kelvin.gragg@dermott.k12.ar.us; Donnie Whitten; Allen Blackwell; kellee.smith@corning.k12.ar.us; charlie.powell@piggottschools.net; jfowler@rector.k12.ar.us; michael.davidson@concord.k12.ar.us;

Arkansas Connections Academy

Russell Hester; Sally Bennett; Andy Chisum; Dudley Hume; Johnnie Johnson; John Moore; hinesg@emerson.k12.ar.us; cbeene@nemo.k12.ar.us; J. Carroll Purtle; Shawn Halbrook; Chip Layne; Bryan Duffie; Kevin McGaughey; gtaylor@buffaloislandcentral.com; kim.wilbanks@jonesboroschools.net; James Dunivan; Tommy Knight; eddie.johnson@england.k12.ar.us; jclark@carlisle.k12.ar.us; Forrest Mulkey; dforeman@cedarvilleschools.org; Dennis Copeland; dhigdon@mpvschools.com; mdickerson@vbsd.us; rnicks5701; collins@wmsd.net; djohnston@msd3.org; Carolyn Wilson; Carl Easley; collinsd@fordyceschools.org; Thomas Gathen; billy.williams@drewcentral.org; Bobby Harper; murryg@conwayschools.net; richard.montgomery@scmail.k12.ar.us; jsanders@foremanschools.org; Jim Bridges; jgray@mayflowerschools.org; lwalters@faculty.mve.k12.ar.us; Frank Mitchell; jstubblefield@tigersmail.org; Joan Jones; Jim Ford; david.turnbough@mammothspringschools.com; Ken Rich; John May; nancya@cms.dsc.k12.ar.us; dbeckwith@flcobras.com; Joyce Craft; Steve Anderson; shawn_cook@lakesidesd.org; keithm@lcsougars.org; Radius.Baker@hoxie.nesc.k12.ar.us; mwalton@sloan-hendrix.com; Greg Crabtree; collinsd@bigelow.k12.ar.us; ron.looper@jsdlions.net; jerrodwilliams@sheridanschools.org; Brad Roberts; cjones@1hsd.org; Nanette Belford; Jayme Jones; ngills@sps.k12.ar.us; bryan.russell@valleyviewschools.net; Danny Thomas; dclark@bobcat.k12.ar.us; jcantre@jasper.k12.ar.us; breshearsd@ck.k12.ar.us; tholicer@grbeavers.org; paul.hewitt@fayar.net; mike.smith@smccolts.com; Jeff Gravette; kelvin.gragg@dumas.k12.ar.us; mley@arkansasartsacademy.org; Brian Cossey; grantg@dps-littlejohns.net; holly.cothren@dierksschools.org; robert.gray@mpsrd.com

Cc: ADE Charter Schools

Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearing for the creation of a public charter school. This hearing will take place:

MONDAY, JULY 27 - 9 AM

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

Dennis Beck
Board President
Arkansas Connections Academy

Arkansas Connections Academy

Subsequent emails that sent to the email addresses that had been returned as undeliverable in the previous email:

- July 6, 2015 at 2:54 PM
- July 6, 2015 at 9:43 PM
- July 7, 2015 at 8:51 PM
- July 14, 2015 at 9:33 AM

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]

Sent: Monday, July 06, 2015 2:54 PM

To: collinsd@bigelow.k12.ar.us; ron.looper@jsdlions.net; jerrodwilliams@sheridanschools.org; Brad Roberts; cjones@1hsd.org; Nanette Belford; jjones@omsd.k12.ar.us; ngills@sps.k12.ar.us; bryan.russell@valleyviewschools.net; Danny Thomas; dclark@bobcat.k12.ar.us; jcantre@jasper.k12.ar.us; breshearsd@ck.k12.ar.us; tholicer@grbeavers.org; paul.hewitt@fayar.net; mike.smith@smccolts.com; Jeff Gravette; kelvin.gragg@dumas.k12.ar.us; mley@arkansasartsacademy.org

Cc: ADE Charter Schools

Subject: Arkansas Connections Academy Public Hearing Notice

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm

Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck

Board President

Arkansas Connections Academy

Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Monday, July 06, 2015 9:43 PM
To: brian.cossey@gptbirds.org
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Tuesday, July 07, 2015 8:51 PM
To: holly.cothren@dierksschools.org; robert.gray@mpsdrd.com
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Tuesday, July 14, 2015 9:33 AM
To: david.wyatt@yellvillesummitschools.com; thomas.gathen@mcgeheeschools.org; phughey@dollarwayschools.org; Walton Pigott; shawn_cook@lakesidesd.org; collins@wmsd.net; kristi.ridgell@dermott.k12.ar.us; dtollett@blsd.grsc.k12.ar.us
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents,

Please find an attached two PDFs of Arkansas Connection Academy's Notices of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17- 6 PM
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 PM
Hilton Garden Inn, 4100 Glover Ln, North Little Rock, AR 72117

MONDAY, JULY 27 - 9 AM
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

Dennis Beck
Board President
Arkansas Connections Academy

Attachment 3 – Evidence of Parental and Community Support

- Parent Support Letter from Samantha Lesher
- Parent Support Letter from Kristi Rohodes
- Parent Support Letter from Marsha McCarver
- Specialist Support Letter from John F. Watson (Founder, Evergreen Education Group), Michael B. Horn (Co-founder & Executive Director, Education, Clayton Christensen Institute), and Tom VanderArk (CEO, Getting Smart)
- List of Additional Letters of Support for ARCA

Parent Support Letter from Samantha Lesher

From: samantha lesher <samilesher@gmail.com>
Sent: Tuesday, May 5, 2015 at 1:20 PM
To: ArkansasConnectionsAcademy@gmail.com
Subject: Support for Arkansas Connections Academy

To whom it may concern:

I'd like to see Arkansas Connections Academy offered as a charter school for Arkansas kids. I have an elementary aged child and I want more options for his education. Many students and families can benefit from flexible schedules and the ability to learn at a student's unique pace. Virtual schools offer families who choose to home school, support and structure. They help encourage a high standard. They also offer students whose parents don't feel comfortable homeschooling on their own, or who couldn't otherwise afford home schooling materials, the chance to try a flexible, home-learning environment.

Having more than one virtual school option in Arkansas gives families greater choice. Introducing a second virtual charter school option helps ensure that healthy competition will keep each virtual academy striving to provide a high-quality education to Arkansas families.

Children are so unique--their learning style varies. It is in the best interest of our children and our future to offer a diverse collection of educational choices for Arkansas families. As an Arkansan, I want my tax dollars spent to fund a variety of education options. And as a parent, I want my family to have a variety of options for my son and his peers.

Thank you for working to make education for Arkansas kids the best it can be.

Sincerely,
Samantha Lesher

Parent Support Letter from Kristi Rhodes



Arkansas Connections Academy <arkansasconnectionsacademy@gmail.com>

Support for the Charter for Arkansas Connections Academy

Kristi Rhodes <trixie_0924@yahoo.com>
Reply-To: Kristi Rhodes <trixie_0924@yahoo.com>
To: "ArkansasConnectionsAcademy@gmail.com" <ArkansasConnectionsAcademy@gmail.com>

Wed, Jul 8, 2015 at 3:12 PM

To whom it may concern about the Arkansas Connections Academy:

We live about 4 hours from Little Rock and will be unable to attend the meeting on July 17th and 18th. We are very interested in this subject. We have been homeschooling for 2 years now, and have friends that use the Connections Academy in Texas and know how great the school is. Not only will this open the doors for a great accredited program available from home, but it will also open the doors to available jobs for Arkansas. Please accept this letter as support of consideration of a Connections Academy charter in the great state of Arkansas. Thank you in advance for your consideration of our support.

Sincerely,
Kristi Rhodes

Parent Support Letter from Marsha McCarver

Dear Arkansas Department of Education,

My name is Marsha McCarver and I would like to share with you why I think you need to approve a second on-line public school program. My youngest son, Enoch, decided he wanted to home school this year as a 6th grader. He has been in private Christian schools up until this year. We began to do research last July and found the current on line public school that Arkansas offers. We made inquiries and began the application process. We were told we would be on a waiting list because our son was coming from a private school and not a public school. There was a great deal of paper work to send in, and some of it was rejected for unknown reasons. We became frustrated with the process and knew we had to make a decision and find home school curriculum or an on line school before time for school to start....August 18th. So we gave up on the on line public school and went with an on line private school, Keystone, out of Pennsylvania.

However, after talking to a representative from Connections Academy in person twice since then, I am convinced that Connections Academy would provide a very good well-rounded education for my son two years from now as an 8th grader. He would have the benefits of a public school without the negative influences of one. My son has a quiet and sensitive personality and is a grade ahead for his age since he started school early. We don't want him exposed to the roughness of a traditional public school. We also like the idea of him taking classes that our local public school doesn't offer, like Chinese.

I also like the idea of clubs he can join with other on line public schoolers. Another advantage is that it will be an Arkansas school with Arkansas certified teachers free to us as Arkansas property taxpayers instead of one out of Pennsylvania that we have to pay for. I also like that there is some flexibility in the schedule when it comes to hours of the day and vacation days.

Finally, I just want to say that I believe that this program is one that many people in Arkansas will want to take advantage of if they know about it. It is a progressive program with several other states already setting the example of its benefits. I am disappointed that this new school wasn't approved for the coming school year. Please, please consider this and make it a new charter on line school in Arkansas for the 2016-17 school year. If Arkansas goes to more of these type of schools, think of the money being saved... less building upkeep, utilities, and school bus drivers. Put that money into good teacher training and salaries for teachers of online public schools.

Thank you for your generous consideration.

Sincerely,
Marsha Rowe McCarver
404 Ouachita 16
Chidester, AR 71726

870-685-2605 marsha@chidester.info

Specialist Support Letter from John F. Watson (Founder, Evergreen Education Group), Michael B. Horn (Co-founder & Executive Director, Education, Clayton Christensen Institute), and Tom VanderArk (CEO, Getting Smart)

July 20, 2015

To the Arkansas Charter Authorization Panel and State Board of Education:

Nationwide, families are finding success with online school. In the 2013–14 school year, an estimated 315,000 students in 30 states received their educations from full-time online schools according to *Keeping Pace with K-12 Digital Learning*, a recently released national report.¹

One size does not fit all. This is a key principle in American K-12 public education reform and why charter schools – with their innovative approach to decision-making, scheduling, staffing, and curriculum – have grown so quickly around the country. Nationally, our education system is also being revolutionized by technology. Online programs are utilizing technology to transform and personalize learning.

There are many students for whom the traditional classroom setting may not be the best fit. Some of these students may be better served in an online environment, which, when successfully implemented, can provide students with personalized instruction; flexibility in the time, place, and pace at which learning occurs; and a sense of investment in their education.

This is the paramount goal of online learning. We believe, as Clayton Christensen and Michael Horn explained, that “the rise of online learning carries with it an unprecedented opportunity to transform the schooling system into a student-centric one that can affordably customize for different student needs by allowing all students to learn at their appropriate pace and path, thereby allowing each student to realize her fullest potential.”²

We hope Arkansas will help foster high-quality online learning opportunities for students across the state.

John F. Watson
Founder
Evergreen Education Group

Michael B. Horn
Co-founder & Executive Director, Education
Clayton Christensen Institute

Tom Vander Ark
CEO
Getting Smart

¹ Available at <http://www.kpk12.com/wp-content/uploads/EEG_KP2014-fnl-lr.pdf>

² Clayton Christensen and Michael Horn. “The Rise of Online Education”. Washington Post, 11 October 2011. Available at <http://www.washingtonpost.com/national/on-innovations/the-rise-of-online-education/2011/09/14/gIQA8e2AdL_story.html>

List of Additional Letters (name, title, and affiliation of others who wrote letters of support for ARCA)

- Anne Kraybill, Director of Education and Research in Learning, Crystal Bridges Museum
- Carla and Eric Hartwell, Parent
- James and Brenda High, Parent
- Deanna High, Student
- Bruce Selvog, Parent
- Emily Moore, Parent
- Melinda M. Beers, Parent

Attachment 4 – 2016-2017 Calendar

- 2016-2017 Student and Teacher Calendar
- Sample Field Trip Schedule

2016-2017 Student and Teacher Calendar

Event	Date
<i>First Day of School (Teachers)</i>	August 9, 2016
<i>First Day of School (Students)</i>	August 22, 2016
Labor Day (No School in Session)	September 5, 2016
Columbus Day (No School in Session)	October 10, 2016
Parent Conference Day (No School for Students)	October 21, 2016
Thanksgiving Break (No School in Session)	November 23 – 25, 2016
Winter Break (No School in Session)	December 19, 2016 – January 2, 2017
First Semester End Date	January 13, 2017
Martin Luther King, Jr. Day (No School in Session)	January 16, 2017
Parent Conference Day (No School for Students)	February 20, 2017
Spring Break (No School in Session)	March 20 – 24, 2017
Memorial Day (No School in Session)	May 29, 2017
<i>Last Day of School (Students)</i>	June 1, 2017
<i>Last Day of School (Teachers)</i>	June 15, 2017

Sample Field Trip Schedule

ARCA and parent Community Coordinators will organize a number of academically enriching field trips that will also serve as a way for ARCA families to meet one another in person. ARCA field trips will be geographically dispersed so that all families may participate and will cover various academic topics. When possible, field trips will supplement students' current topics of study.

Activity Date	Family Activity	City
September 2016	Back to School Picnics	TBD
October 2016	Meet and Greet – Skate Night	Springdale
October 2016	Meet and Greet – Skate Night	El Dorado
October 2016	Meet and Greet – Putt-Putt	Jonesboro
October 2016	Meet and Greet – Putt-Putt	Hot Springs
November 2016	Crater of Diamonds State Park	Murfreesboro
November 2016	Mount Magazine State Park	Paris
November 2016	Cane Creek State Park	Star City
November 2016	Village Creek State Park	Wynne
January 2017	William J. Clinton Presidential Library	Little Rock
January 2017	Crystal Bridges Museum	Bentonville
January 2017	Japanese Internment Museum	McGehee
January 2017	Wings of Honor Museum	Walnut Ridge
February 2017	Little Rock Central HS Historic Site	Little Rock
February 2017	Eddie Mae Herron Center	Pocahontas
February 2017	Arts and Science Center for SE Arkansas	Pine Bluff
February 2017	Arkansas Museum of Natural History	Hot Springs
March 2017	College/Career Visits	TBD
April 2017	J. Huckabee Arkansas River Valley Nature Center	Fort Smith
April 2017	Heifer Ranch	Perryville
April 2017	Pea Ridge National Military Park	Garfield
April 2017	Civil War Helena	Helena
May 2017	Spring Picnics	TBD

Attachment 5 – 2016-2017 Daily Schedule

Typical Student Day

The instructional time commitment required by students in ARCA's online program is comparable to that of a traditional school day. Because online learners do not face the distractions and interruptions of a typical school setting, 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; 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.

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

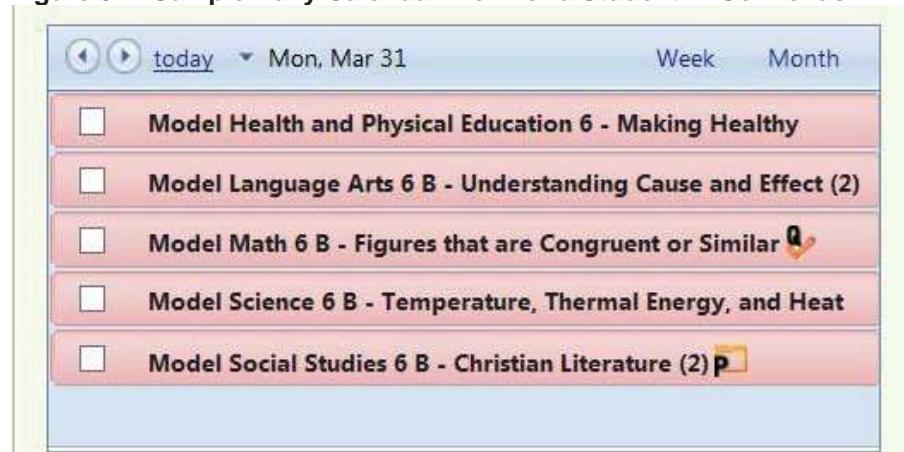


Figure 5-3. Sample Weekly View Student Calendar

Anderson Demo's Calendar

today Oct, 2013 Day Week Month

Mon	Tue	Wed	Thu	Fri
26	27	28	29	30
Link directly to lessons	Math LiveLesson with Mr. Bergdall (12:00 AM-2:00 AM)	Math 8 LL (10:00 AM-11:00 AM)	mr. bubbles english lesson (10:00 AM-11:00 AM)	10:00 - Math LL
✓ Essential Math 8 (Pre-Algebra) A - Mid-Unit Review	Ms. Jen (11:00 AM-12:00 PM)	✓ Essential Math 8 (Pre-Algebra) A - Look for a Pattern	Gymnastics (7:00 AM-8:00 AM)	Gymnastics (7:00 AM-8:00 AM)
✓ Science 8 A - Lab: Jelly Bean Hunt(2)	live lesson Ms. Banks Math (12:00 PM-1:00 PM)	✓ Science 8 A - Genetics	Music les 3:00 PM	3:00 PM
art (10:00 AM-11:00 AM)	Geocaching w/Ms Smolens (1:00 PM-3:00 PM)	✓ Social Studies 8 A - France and Britain Clash	Essential bra) A - Mid-Unit Review	✓ Educational Technology and Online Learning 8 - Edit Writing
band (10:00 AM-12:00 PM)	VL Science (1:00 PM-2:00 PM)	8th grade LA LL (11:00 AM-12:00 PM)	✓ Educational Technology and Online Learning 8 - Describe Setting, Plot, and Theme(2)	✓ Essential Math 8 (Pre-Algebra) A - Simplifying Variable Expressions
			Science LL (4:00 PM-4:30 PM)	

Figure 5-4. Another Sample Weekly View Student Calendar

P	Model Language Arts 6 B - Understanding Cause and Effect (2)	Model Art 6 - Public Art	Model Language Arts 6 B - Paraphrasing and Summarizing (2)	Model Art 6 Test
P	Model Math 6 B - Line Symmetry	Model Language Arts 6 B - Identifying Sequence	Model Math 6 B - Tools of Geometry Review (2)	Model Health Education 6 - Health Choices
P	Model Science 6 B - Temperature, Thermal Energy, and Heat (2)	Model Math 6 B - Translations, Reflections, and Rotations	Model Science 6 B - Conductors and Insulators	Model Math Geometry Review
P	Model Social Studies 6 B - Christian Literature (2)	Model Science 6 B - Transfer of Heat	Model Social Studies 6 B - The Christian Church	
P				

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

Figure 5-3.Typical Course Progression Grades 9-12

 TYPICAL COURSE PROGRESSION Grades 9-12				
Subject	1st	2nd	3rd	4th
English	English 9	English 10	English 11	English 12
Mathematics	Algebra I	Geometry	Algebra II	Advanced Math
Science	Physical Science	Biology	Chemistry	Physics
Social Studies	World History	US History	American Government & Economics	Career Focus
Elective Option 1	Health, Fitness & Nutrition (required) & PE (required)	Oral Communication (required) & Fine Art (required)	College Prep with ACT or SAT (recommended)	Career Focus
Elective Option 2	Career Focus	Career Focus or World Language (recommended)	Career Focus or World Language (recommended)	Career Focus
Total Number of Required Credits				22 Credits
Possible Electives Offerings				
General Electives	Fine Arts Electives	CTE: Family and Consumer Sciences	CTE: Business and Marketing Technology	CTE: Health Sciences
Health, Fitness & Nutrition (required)	Living Music I, II	Personal Finance	Business Communications	Anatomy and Physiology
Physical Education (required)	Digital Arts I	Introduction to Early Childhood Education	Introduction to Law/Business Law	Introduction to Medical Assisting
Oral Communications (required)	3D Art I Modeling	Health, Safety and Nutrition	Business Keyboarding	Medical Terminology
Journalism	Art History		Introduction to Finance	
Elective Science Courses (i.e., Environmental Science, Earth Science, Earth/Space Science)			Introduction to Marketing I/Principles of Marketing	
Elective Social Studies courses (i.e., Psychology, Introductory Sociology)			Entrepreneurship I	
World Languages (Spanish, French, Chinese, Japanese, German, Latin, Sign Language)			Introduction to Computers and Information Technology	
General Reminders				
1.) ARCA does not offer Pre-Algebra. Any student not ready for Algebra 1 will need to take Algebra 1 Foundations.				
2.) College Prep-ACT and SAT will be available at this school. Students will need to choose which one they want to take.				
3.) Computer Science can be substituted for the 4th Math or the 3rd Science, but not both.				
4.) AP course options will also be available to meet graduation requirements.				
World Language Notes				
1.) Students who did not take (or took and did not pass) a World Language course in the Fall should not be placed in a World Language class in the spring.				

Attachment 6 – Salary Schedule and Budget Template

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Assistant Principal	0	\$68,250.00	1	\$68,250.00
3	Administrative Assistant	1.5	\$31,500.00	3	\$31,500.00
4	Manager of Special Education	1	\$66,000.00	1	\$66,000.00
5					
6					
7	Subtotal:		\$205,250.00		\$320,750.00
8	Fringe Benefits (rate used <u>29%</u>)		\$59,522.50		\$93,017.50
9	Total Administration:		\$264,772.50		\$413,767.50

Regular Classroom Instruction:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
10	Teachers	15.3	\$47,250.00
11	Aides		
12	Subtotal:		\$722,925.00
13	Teacher Fringe Benefits (rate used <u>29%</u>)		\$209,648.25
14	Aide Fringe Benefits (rate used <u> </u>)		
15	Total Regular Classroom Instruction:		\$932,573.25
			\$1,834,670.25

Special Education:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
16	Teachers	1.8	\$47,250.00
17	Aides		
18	Subtotal:		\$85,050.00
19	Teacher Fringe Benefits (rate used <u>29%</u>)		\$24,664.50
20	Aide Fringe Benefits (rate used <u> </u>)		
21	Total Special Education:		\$109,714.50
			\$225,524.25

Gifted and Talented Program:

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

**Alternative Education Program/
Alternative Learning Environments:**

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

English Language Learner Program:

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

Guidance Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
42 List Positions	_____	_____
43 Manager of Counseling	1	\$60,500.00
44 _____	_____	_____
45 _____	_____	_____
46 _____	_____	_____
47 Subtotal:	\$60,500.00	\$60,500.00
48 Fringe Benefits (rate used 29%)	\$17,545.00	\$17,545.00
49 Total Guidance Services:	\$78,045.00	\$78,045.00

Health Services:

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

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

Food Services:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
List Positions				
90	_____	_____	_____	_____
91	_____	_____	_____	_____
92	_____	_____	_____	_____
93	_____	_____	_____	_____
94	_____	_____	_____	_____
95	Subtotal:	_____	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____	_____
97	Total Food Services:	_____	_____	_____
Data Processing:				
List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
98	_____	_____	_____	_____
99	_____	_____	_____	_____
100	_____	_____	_____	_____
101	_____	_____	_____	_____
102	_____	_____	_____	_____
103	Subtotal:	_____	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____	_____
105	Total Data Processing:	_____	_____	_____
Substitute Personnel:				
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:	_____	_____	_____	_____
TOTAL EXPENDITURES FOR SALARIES:	<u>\$1,385,105.25</u>		<u>\$2,552,007.00</u>	

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

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

EXPENDITURES

Administration:

18	2016-2017 Amount:	2017-2018 Amount:
	Salaries and Benefits	<u>\$264,772.50</u>
	Purchased Services - List Vendors Below	<u>\$413,767.50</u>
19	V - AD 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$435,240.00</u>
20	V - AD 2 <u> </u>	<u>\$867,480.00</u>
21	V - AD 3 <u> </u>	<u> </u>
22	V - AD 4 <u> </u>	<u> </u>
23	V - AD 5 <u> </u>	<u> </u>
24	Supplies and Materials	<u>\$27,000.00</u>
25	Equipment	<u>\$54,000.00</u>
26	Other (List Below)	<u> </u>
27	Community Outreach	<u>\$200,000.00</u>
28	Staff Recruiting	<u>\$5,000.00</u>
29	Board Related Expenses	<u>\$5,000.00</u>
30	Dues	<u>\$2,500.00</u>
	Total Administration:	<u>\$739,012.50</u>
		<u>\$1,547,747.50</u>

		2016-2017 Amount:	2017-2018 Amount:
32	Salaries and Benefits	\$932,573.25	\$1,834,670.25
33	Purchased Services - List Vendors Below		
V - CI 1	<u>Connections Academy of Arkansas, LLC</u>	<u>\$1,383,952.50</u>	<u>\$2,782,600.00</u>
V - CI 2	_____		
V - CI 3	_____		
V - CI 4	_____		
V - CI 5	_____		
38	Supplies and Materials		
39	Equipment		
40	Other (List Below)		
41	<u>Student Testing & Assessment</u>	<u>\$80,000.00</u>	<u>\$150,000.00</u>
42	_____		
43	_____		
44	_____		
45	Total Regular Classroom Instruction:	<u>\$2,396,525.75</u>	<u>\$4,767,270.25</u>
46	Special Education:		
47	Salaries and Benefits	\$109,714.50	\$225,524.25
48	Purchased Services - List Vendors Below		
V - SE 1	<u>Connections Academy of Arkansas, LLC</u>	<u>\$100,080.00</u>	<u>\$200,160.00</u>
V - SE 2	_____		
V - SE 3	_____		
V - SE 4	_____		
V - SE 5	_____		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55	_____		
56	_____		
57	_____		
58	_____		
59	Total Special Education:	<u>\$209,794.50</u>	<u>\$425,684.25</u>
60	Gifted and Talented Program:		
61	Salaries and Benefits		
62	Purchased Services - List Vendors Below		
V - GT 1	<u>Connections Academy of Arkansas, LLC</u>		
V - GT 2	<u>Support is included in Line 47 above</u>		
V - GT 3	_____		
V - GT 4	_____		
V - GT 5	_____		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69	<u>ARCA is applying for a waiver from</u>		
70	<u>6-20-2208(c)(6) and 6-42-109</u>		
71	_____		
72	_____		
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits		
75	Purchased Services - List Vendors Below		
76	V - ALE1 _____		
77	V - ALE2 _____		
78	V - ALE3 _____		
79	V - ALE4 _____		
80	V - ALE5 _____		
81	Supplies and Materials		
82	Equipment		
83	Other (List Below)		
84	ARCA is applying for a waiver from 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.		
85	_____		
86	_____		
87	Total Alternative Education Program/ Alternative Learning Environments:		

English Language Learner Program:

88	Salaries and Benefits		
89	Purchased Services - List Vendors Below		
90	V - ELL1 Connections Academy of Arkansas, LLC		
91	V - ELL2 Support is included in Line 47 above		
92	V - ELL3 _____		
93	V - ELL4 _____		
94	V - ELL5 _____		
95	Supplies and Materials		
96	Equipment		
97	Other (List Below)		
98	_____		
99	_____		
100	_____		
101	Total English Language Learner Program:		

Guidance Services:

102	Salaries and Benefits	<u>\$78,045.00</u>	<u>\$78,045.00</u>
103	Purchased Services - List Vendors Below		
104	V - GS1 Connections Academy of Arkansas, LLC		
105	V - GS2 Support is included in Line 47 above		
106	V - GS3 _____		
107	V - GS4 _____		
108	V - GS5 _____		
109	Supplies and Materials		
110	Equipment		
111	Other (List Below)		
112	_____		
113	_____		
114	_____		
115	Total Guidance Services:	<u>\$78,045.00</u>	<u>\$78,045.00</u>

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

Maintenance and Operation:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits		
159	Purchased Services - List Vendors Below INCLUDE UTILITIES		
160	V - MO1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$105,000.00</u>	<u>\$195,000.00</u>
161	V - MO2 _____	_____	_____
162	V - MO3 _____	_____	_____
163	V - MO4 _____	_____	_____
164	V - MO5 _____	_____	_____
165	Supplies and Materials		
166	Equipment		
167	Other (List Below)		
168	Phone _____	<u>\$43,000.00</u>	<u>\$43,000.00</u>
169	High Speed Internet _____	<u>\$20,000.00</u>	<u>\$35,000.00</u>
170	_____	<u>\$25,000.00</u>	<u>\$40,000.00</u>
171	Total Maintenance and Operation:	<u>\$193,000.00</u>	<u>\$313,000.00</u>

Pupil Transportation:

172	Salaries and Benefits		
173	Purchased Services - List Vendors Below		
174	V - PT1 _____	_____	_____
175	V - PT2 _____	_____	_____
176	V - PT3 _____	_____	_____
177	V - PT4 _____	_____	_____
178	V - PT5 _____	_____	_____
179	Supplies and Materials		
180	Equipment		
181	Other (List Below)		
182	ARCA will not provide pupil transportation _____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	_____	_____

Food Services:

186	Salaries and Benefits		
187	Purchased Services - List Vendors Below		
188	V - FD1 _____	_____	_____
189	V - FD2 _____	_____	_____
190	V - FD3 _____	_____	_____
191	V - FD4 _____	_____	_____
192	V - FD5 _____	_____	_____
193	Supplies and Materials		
194	Equipment		
195	Other (List Below)		
196	ARCA is applying for a waiver from 6-18-705 and 6-20-701 et seq.		
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	_____	_____

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Salaries and Benefits		
201	Purchased Services - List Vendors Below		
202	v - DP1 <u>Connections Academy of Arkansas, LLC</u>		
203	v - DP2 <u>Support is included in Line 145 above</u>		
204	v - DP3 _____		
205	v - DP4 _____		
206	v - DP5 _____		
207	Supplies and Materials		
208	Equipment		
209	Other (List Below)		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:		
214	Substitute Personnel:		
215	Salaries and Benefits		
216	Purchased Services - List Vendors Below		
217	v - SB1 <u>Usually not required in an online environment</u>		
218	v - SB2 <u>as school staff can typically cover when a</u>		
219	v - SB3 <u>colleague is absent</u>		
220	v - SB4 _____		
221	v - SB5 _____		
222	Total Substitute Personnel:		
223	Facilities:		
224	Lease/Purchase Contract for One Full Year	\$128,000.00	\$128,000.00
225	Facility Upgrades - List Upgrades Below		
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 _____

Total Debts:

<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
_____	_____
_____	_____
_____	_____
_____	_____

Other Expenditures:

List Other Expenditures Below

235 Staff Training / Professional Development _____
 236 Travel and Conferences _____
 237 Internet Subsidy _____
 238 Legal _____
 239 Insurance - Directors & Officers _____
 240 _____

TOTAL EXPENDITURES:

\$20,000.00	\$40,000.00
\$19,440.00	\$36,720.00
\$51,637.50	\$103,275.00
\$25,000.00	\$10,000.00
\$1,500.00	\$1,500.00
\$3,973,440.75	\$7,661,213.00

242 **Net Revenue over Expenditures:****\$29,759.25** **\$345,187.00***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 business owners and users

Address of Premises: 609 SW 8th Street, Bentonville, AR 72712

Square Footage: 150 to 4,000

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 20¹⁶

Statutory Language Concerning No Indebtedness:

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

Lessee: _____ Arkansas Connections Academy (ARCA) _____

By: Dennis R _____ Date 6-26-15 _____

Lessor: _____ Regus _____

By: Ashley Tickle - General Mgr. _____ Date 06-18-15 _____

Attachment 8 – Statement of Assurances

2015 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL STATEMENT OF ASSURANCES

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

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

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

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

7-8-15

Date



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
- Carla Hartwell, Board Secretary
- Melissa Nelson, Vice President, Connections Academy
- Bryce Adams, Executive Director, Connections Academy
- Lyn McCullen, Senior Director, Connections Academy

Name of Individual with Prior Charter Experience Dennis BeckPosition 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 Public 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 Carla Hartwell

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
Not Applicable - No Previous Charter Experience				

Name of Individual with Prior Charter Experience Melissa Nelson, 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
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
MTS Minnesota Connections Academy	School Leader School Operations Support	Operating	1336 Energy Park Drive Suite 100 St. Paul, MN 55108	http://rc.education.state.mn.us/testResults
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
Iowa Connections Academy	School Operations Support	Operating	807 3rd Street Anita, IA 50020	http://reports.educateiowa.gov/report/
Oklahoma Connections Academy	School Operations Support	Operating	2425 Nowata Place Suite 202 Bartlesville,OK 74006	OKCA was part of Copan School District until July 2014 and has not receive its own disaggregated results.
New Mexico Connections Academy	School Operations Support	Operating	4001 Office Court Dr, Santa Fe, NM 87507	http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx
Texas Connections Academy @ Houston	School Operations Support	Operating	10550 Richmond Avenue Suite 140 Houston, TX 77042	http://ritter.tea.state.tx.us/perfreport/src/2014/static/campus/c101912100.pdf

Name of Individual with Prior Charter Experience Melissa Nelson, 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
Wisconsin Connections Academy	School Operations Support	Operating	120 East Harris, Room 213, Appleton, WI 54911	https://apps2.dpi.wi.gov/reportcards/
Colorado Connections Academy	School Operations Support	Operating	8 Inverness Drive East, Suite 240, Englewood, CO 80112	https://cedar2.cde.state.co.us/documents/SPF2014/0010%20-%201796%20-%20201%20Year.pdf
North Carolina Connections Academy	School Operations Support	Operating	Opening 2015-16	Opening 2015-16

Name of Individual with Prior Charter Experience Bryce Adams, Executive 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	http://ritter.tea.state.tx.us/perfreport/src/2014/static/campus/c101912100.pdf
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 has not receive its own disaggregated results.
Louisiana Connections Academy	Support and Guidance	Operating	4664 Jamestown Avenue Baton Rouge, LA 70808	http://www.louisianabelieves.com/resources/library/test-results
Utah Connections Academy	Support and Guidance	Operating	687 West 700 South Woods Cross, UT 84087	https://psdreports.schools.utah.gov/Gateway

Name of Individual with Prior Charter Experience Lyn McCullen

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
Not Applicable - No Previous Charter Experience				

Attachment 10 – Facility Lease

Arkansas Connections Academy

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 potentially securing an additional satellite office after the charter is approved to serve as a resource center for students.

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 turnkey 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

Arkansas Connections Academy

ARCA will not use a weighted lottery, as the conditions required by §6-23-306(14)(c) in order to use a weighted lottery do not exist. ARCA and Connections have 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 29 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: 67% White, 10% Black/African American, 2% Asian, and 1% American Indian or Alaskan Native. 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 18, 2015

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 black 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 have provided 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
0406000	Siloam Springs School District
0802000	Eureka Springs School District
1304000	Woodlawn School District
1612000	Valley View School District
2104000	Dumas 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
2606000	Lakeside School Dist(garland)
2903000	Hope School District
2906000	Spring Hill School District
2105000	Mcgehee School District
2202000	Drew Central School District
2203000	Monticello School District
2301000	Conway School District
2303000	Greenbrier 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

Arkansas Connections Academy

District LEA	District Name
3001000	Bismarck School District
3301000	Calico Rock School District
3606000	Westside School Dist(johnson)
4603000	Fouke School District
2603000	Hot Springs School District
4605000	Texarkana School District
5403000	Helena/ West Helena School District
7208000	West Fork School District
7240700	Haas Hall Academy
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
7403000	Mccrory School District
2604000	Jessieville School District
2605000	Lake Hamilton School District
2607000	Mountain Pine School District
2703000	Poyen School District
2705000	Sheridan School District
2803000	Marmaduke School District
2807000	Greene County Tech School District
2808000	Paragould School District
2901000	Blevins School District
3002000	Glen Rose School District

Arkansas Connections Academy

District LEA	District Name
3004000	Malvern School District
5440700	Kipp Delta Public Schools
5604000	Marked Tree School District
5608000	East Poinsett Co. School Dist.
5803000	Hector School District
3102000	Dierks School District
3104000	Mineral Springs School District
3105000	Nashville School District
3201000	Batesville School District
3209000	Southside School District (independence)
3212000	Cedar Ridge 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
6001000	Little Rock School District
6041700	Lisa Academy
6043700	Arkansas Virtual Academy
6047700	Estem Public Charter School
3509000	Watson Chapel School District
3541700	Pine Bluff Lighthouse Academy
3542700	Responsive Ed Solutions Quest Middle School Of Pine Bluff
3601000	Clarksville School District
3704000	Lafayette County School District
3804000	Hoxie School District

Arkansas Connections Academy

District LEA	District Name
3806000	Sloan-hendrix School District
3809000	Hillcrest School District
3810000	Lawrence County School District
3840700	Imboden Charter School District
3904000	Lee County School District
4901000	Caddo Hills School District
5006000	Prescott School District
5008000	Nevada School District
4003000	Star City School District
4101000	Ashdown School District
4102000	Foreman School District
4201000	Booneville School District
4202000	Magazine School District
4203000	Paris School District
4204000	Scranton School District
4302000	England School District
4304000	Cabot School District
4401000	Huntsville School District
4501000	Flippin School District
6202000	Hughes School District
6205000	Palestine-wheatley Sch. Dist.
6302000	Benton School District
6304000	Harmony Grove Sch Dist(saline)
4502000	Yellville-summit School Dist.
4602000	Genoa Central School District
4701000	Armorel School District

Arkansas Connections Academy

District LEA	District Name
4702000	Blytheville School District
4706000	Rivercrest School District 57
4708000	Gosnell School District
4712000	Manila School District
4713000	Osceola School District
4801000	Brinkley School District
4802000	Clarendon School District
4902000	Mount Ida School District
7503000	Danville School District
7504000	Dardanelle School District
7509000	Western Yell Co. School Dist.
7510000	Two Rivers School District
5102000	Jasper School District
5106000	Deer/mt. Judea School District
5201000	Bearden School District
5204000	Camden Fairview School District
5205000	Harmony Grove School District (ouachita)
5301000	East End School District
5303000	Perryville School District
5401000	Barton-lexa School District
5404000	Marvell-elaine School District
5502000	Centerpoint School District
5503000	Kirby School District
5504000	South Pike County School District
5602000	Harrisburg School District
5605000	Trumann School District

Arkansas Connections Academy

District LEA	District Name
5703000	Mena School District
5706000	Ouachita River School District
5707000	Cossatot River School District
5801000	Atkins School District
5802000	Dover School District
5804000	Pottsville School District
5805000	Russellville School District
5901000	Des Arc School District
5903000	Hazen School District
6002000	N. Little Rock School District
6003000	Pulaski County Special School District
6040700	Academics Plus School District
6044700	Covenantkeepers Charter School
6049700	Little Rock Preparatory Academy
6050700	Jacksonville Lighthouse Charter
6052700	Siatech Little Rock Charter
6053700	Responsive Ed Solutions Premier High School Of Little Rock
6054700	Responsive Education Solutions Quest Middle School Of Little Rock
6055700	Exalt Academy Of Southwest 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
6103000	Pocahontas School District
6201000	Forrest City School District
6301000	Bauxite School District

Arkansas Connections Academy

District LEA	District Name
6303000	Bryant School District
6401000	Waldron School District
6502000	Searcy County School District
6505000	Ozark Mountain School District
6601000	Fort Smith School District
6602000	Greenwood School District
6603000	Hackett School District
6604000	Hartford School District
6605000	Lavaca School District
6606000	Mansfield School District
6802000	Cave City School District
6804000	Highland School District
6901000	Mountain View School District
7003000	Junction City School District
7007000	Parkers Chapel School Dist.
0104000	Stuttgart School District
0201000	Crossett School District
0203000	Hamburg School District
0302000	Cotter School District
0303000	Mountain Home School District
0304000	Norfork School District
0401000	Bentonville School District
0402000	Decatur School District
0403000	Gentry School District
0404000	Gravette School District
0405000	Rogers School District

Arkansas Connections Academy

District LEA	District Name
6701000	Dequeen School District
6703000	Horatio School District
7001000	EI Dorado School District
7009000	Strong-huttig School District
7008000	Smackover-norphlet School District
7102000	Clinton School District
7104000	Shirley School District
7105000	South Side Sch Dist(vanburen)
7201000	Elkins School District
7202000	Farmington School District
7203000	Fayetteville School District
7204000	Greenland School District
7205000	Lincoln School District
7206000	Prairie Grove School District
7207000	Springdale School District
0407000	Pea Ridge School District
0440700	Arkansas Arts Academy
0442700	Responsive Ed Solutions Northwest Ark Classical Academy
0501000	Alpena School District
0502000	Bergman School District
0503000	Harrison School District
0504000	Omaha School District
0505000	Valley Springs School District
0506000	Lead Hill School District
0601000	Hermitage School District
0602000	Warren School District

Arkansas Connections Academy

District LEA	District Name
0701000	Hampton School District
0801000	Berryville School District
4301000	Lonoke School District
4303000	Carlisle 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
1203000	Quitman School District
1204000	West Side School Dist(cleburne
7304000	White Co. Central School Dist.
7310000	Rose Bud School District
7311000	Searcy 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
1507000	South Conway County School District
1601000	Bay School District

Arkansas Connections Academy

District LEA	District Name
1602000	Westside Cons. Sch Dist(craigh
1603000	Brookland School District
1605000	Buffalo Is. Central Sch. Dist.
1608000	Jonesboro School District
1611000	Nettleton School District
3505000	Pine Bluff School District
3510000	White Hall School District
3604000	Lamar School District
1613000	Riverside School District
1701000	Alma 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
3003000	Magnet Cove School Dist.
3005000	Ouachita School District
3211000	Midland 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 averages.

Arkansas Connections Academy

Statewide Arkansas Data			
District Name	Arkansas Statewide		
District Status	NA		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	76.59	72.74	86.9
Targeted Achievement Gap Group	68.53	64.44	82.9
African American	61.51	52.59	81.0
Hispanic	73.70	70.33	84.5
White/Caucasian	80.31	80.99	89.3
Economically Disadvantaged	69.63	64.93	82.7
English Language Learners/ Limited English Proficient	65.16	63.15	84.1
Students with Disabilities	32.26	40.76	83.1

Attachment 15 – Statement of Permissible Uses



July 7, 2015

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,

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*	\$525.00	per each household enrolled at any time during the school year
Student Technology Assistance - Laptop*	\$725.00	per each household enrolled 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 Support	2.5%	of all revenue from governmental sources, excluding any special education revenue
Special Education Direct Services	100.0%	of all special education revenue
Employee Benefits	20.0%	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
 ISP Payment Reimbursement
 Student Testing and Assessment
 Staff Recruiting
 Staff Training/Professional Development
 Travel and Conferences
 Team Building
 Maintenance and Repair
 High Speed Internet
 Phone
 Office Rent
 Rent Operating Expense
 Building Safety Program
 M&T Credit Card Suspense
 Utilities
 Contract School Staff
 Employee Pension (if applicable)

Expenses Paid by the School by Contractual Obligation

Banking fees
 Bookkeeping and Audit
 Dues
 Accreditation
 Workers Compensation Insurance
 Directors and Officers Insurance
 Legal
 Board-Related Expenses
 Other Curriculum
 Special Education Related Services
 Summer School
 Graduation Expense
 Student Activities
 Relocation Expense
 Sponsor Fee
 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.

**PERFORMANCE DATA FROM
CHARTER SCHOOLS
OPERATED IN CONTIGUOUS
STATES BY SAME
SPONSORING ENTITY**

(operates in many other states)

LOUISIANA CONNECTIONS ACADEMY

2013-2014 • Louisiana Connections Academy • Grades K-12



1200 Enrolled • 7% Special Education • 52% Free & Reduced Lunch • Site Code: 345001

SPS = 74.3

HOW DID STUDENTS PERFORM IN GRADES 3-8?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	23%	23%	24%		
At Grade Level	48%	48%	45%		
Below Grade Level	29%	29%	32%	IMPROVED	IMPROVED

NOTE: The two tables above include students who take LAA 1 and LAA 2. View how their performance is measured [here](#). Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Schools with grade 8 are accountable for the number of credits earned and the number of students who dropout by the end of grade 9.

CREDITS	SCHOOL	DISTRICT	STATE
6+	72%	66%	81%
5-5.5	6%	5%	<5%
3.5-4.5	8%	8%	<5%
3 or Less OR Dropout	14%	22%	11%

ARE STUDENTS PREPARED FOR COLLEGE & CAREER SUCCESS?

A score of 18 or above on the ACT indicates students have minimum proficiency for college & career success. **SCORE OF 18+**

	SCHOOL	DISTRICT	STATE	13/14 vs 12/13
TOPS Honors Score of 27+	12%	12%	8%	
TOPS Performance Score of 23+	31%	31%	22%	
TOPS Opportunity Score of 20+	44%	45%	42%	
ACT Score of 18+	61%	61%	59%	IMPROVED



DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn progress points for students who were below grade level but who exceeded expectations in the current year.

	# STUDENTS Below Grade Level	% EXCEEDING EXPECTATIONS	% DISTRICT	% STATE
ELA (K-8)	92	53%	N/A	56%
Math (K-8)	116	41%	N/A	53%
ELA (9-12)	24	13%	13%	15%
Math (9-12)	50	14%	14%	17%

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

ALL STUDENTS:	STUDENTS WITH DISABILITIES:	STUDENTS ELIGIBLE FOR FREE & REDUCED LUNCH:
66% on or above grade level	13/14 vs 12/13 43% on or above grade level	13/14 vs 12/13 60% on or above grade level

2012-2013 2013-2014

As Louisiana transitions to higher standards and new assessments, the State Board of Education and the Louisiana Department of Education are committed to ensuring that educators and students have time to learn and adjust to the new expectations. To understand Louisiana's transition policies during this time to learn, [click here](#).

C SPS
72.5

C SPS
74.3

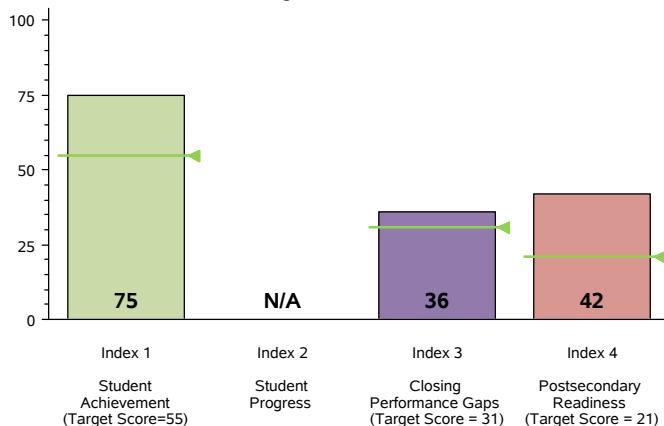
**Texas Education Agency
2013-14 School Report Card
TEXAS CONNECTIONS ACADEMY AT HOUSTON (101912100)**

District Name: HOUSTON ISD
Campus Type: Elementary/Secondary

Total Students: 3,887
Grade Span: 03 - 12

2014 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores (ranging from 0 to 100) for this campus for a given index. The **Target Score** -- the score required to meet each index's standard -- is indicated below the index description and as a line on each bar. In order to receive the **Met Standard** accountability rating, the campus must have met or exceeded the target score on each index evaluated.



2014 Accountability Rating

Met Standard

For 2014 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

Campus	District	State
Attendance Rate (2012-13)	100.0%	95.8%

Enrollment by Race/Ethnicity

African American	11.4%	25.2%	12.7%
Hispanic	26.6%	62.0%	51.8%
White	53.7%	8.2%	29.4%
American Indian	0.8%	0.2%	0.4%
Asian	3.1%	3.5%	3.7%
Pacific Islander	0.4%	0.1%	0.1%
Two or More Races	4.0%	0.9%	1.9%

Enrollment by Student Group

Economically Disadvantaged	42.6%	80.6%	60.2%
English Language Learners	0.8%	29.6%	17.5%
Special Education	1.9%	7.5%	8.5%

Mobility Rate (2012-13)	22.0%	18.7%	17.1%
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School Financial Information (2012-13)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

Campus	District	State	Campus	District	State
Instructional Staff Percent	n/a	57.4%	64.4%		
Instructional Expenditure Ratio	n/a	65.0%	63.7%		

Expenditures per Student		
Total Operating Expenditures	\$3,413	\$8,211
Instruction	\$3,352	\$4,772
Instructional Leadership	\$3	\$110
School Leadership	\$40	\$575
		\$484

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2014	77%	71%	75%	64%	71%	78%	86%	93%	93%	82%	67%
	2013	77%	71%	75%	62%	69%	79%	85%	91%	84%	78%	66%
Reading	2014	76%	69%	81%	73%	77%	83%	88%	96%	100%	86%	79%
	2013	80%	74%	85%	74%	81%	88%	88%	94%	100%	90%	78%
Mathematics	2014	78%	72%	69%	54%	64%	74%	78%	89%	90%	76%	60%
	2013	79%	74%	71%	53%	67%	76%	79%	97%	77%	73%	61%
Writing	2014	72%	70%	72%	69%	73%	68%	*	96%	*	74%	59%
	2013	63%	58%	64%	58%	58%	67%	78%	84%	*	60%	54%
Science	2014	78%	72%	75%	58%	68%	81%	*	91%	*	81%	63%
	2013	82%	75%	76%	65%	66%	82%	92%	89%	*	76%	67%
Social Studies	2014	76%	70%	73%	64%	68%	75%	*	89%	*	96%	59%
	2013	76%	70%	73%	55%	64%	78%	83%	84%	*	81%	64%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2014	41%	35%	38%	28%	31%	42%	*	70%	55%	45%	26%
Reading	2014	45%	39%	54%	41%	48%	57%	55%	80%	80%	66%	41%
Mathematics	2014	39%	36%	28%	16%	23%	31%	*	53%	50%	38%	16%
Writing	2014	35%	34%	28%	26%	26%	26%	*	68%	*	42%	17%
Science	2014	43%	36%	34%	22%	22%	39%	*	60%	*	63%	22%
Social Studies	2014	39%	33%	34%	23%	28%	37%	*	56%	*	60%	23%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2014	15%	14%	12%	6%	9%	13%	*	26%	23%	23%	6%
Reading	2014	15%	14%	18%	10%	14%	20%	*	39%	*	29%	10%
Mathematics	2014	17%	17%	8%	2%	5%	10%	*	25%	*	17%	3%
Writing	2014	8%	9%	5%	*	*	4%	*	*	*	*	*
Science	2014	14%	11%	8%	*	7%	8%	*	16%	*	19%	3%
Social Studies	2014	15%	12%	10%	*	6%	11%	*	*	*	24%	4%
STAAR Percent Met or Exceeded Progress												
Reading	2014	61%	60%	62%	60%	55%	63%	*	72%	*	81%	59%
	2013	62%	61%	59%	56%	60%	60%	55%	62%	50%	53%	n/a
Mathematics	2014	60%	60%	48%	47%	40%	51%	*	64%	*	58%	44%
	2013	59%	57%	45%	45%	43%	46%	*	64%	*	37%	n/a
STAAR Percent Exceeded Progress												
Reading	2014	17%	18%	17%	14%	16%	18%	*	20%	*	17%	13%
	2013	15%	16%	16%	17%	17%	16%	0%	19%	30%	13%	n/a
Mathematics	2014	18%	21%	9%	9%	9%	8%	*	18%	*	11%	7%
	2013	16%	17%	8%	11%	6%	7%	*	28%	*	7%	n/a
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2014	45%	41%	45%	31%	39%	55%	*	*	-	*	46%
	2013	43%	40%	41%	43%	37%	42%	-	*	-	40%	37%
Mathematics	2014	46%	43%	32%	20%	28%	39%	*	*	*	*	28%
	2013	46%	41%	32%	26%	33%	32%	-	*	-	38%	25%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

* Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative											
Grade 5											
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration											
Reading	2014	77%	69%	81%	61%	85%	82%	-	100%	*	100%
Mathematics	2014	79%	76%	63%	39%	51%	74%	-	100%	*	*
Students Requiring Accelerated Instruction											
Reading	2014	23%	31%	19%	39%	15%	18%	-	*	50%	*
Mathematics	2014	21%	24%	37%	61%	49%	26%	-	*	*	83%
STAAR Cumulative Met Standard											
Reading	2014	86%	79%	90%	75%	90%	92%	*	100%	*	100%
Mathematics	2014	88%	85%	73%	54%	66%	81%	*	100%	*	*
STAAR Failers Promoted by Grade Placement Committee											
Mathematics	2013	89%	93%	*	*	*	-	-	-	-	*
STAAR Met Standard (Failed in Previous Year) Retained in Grade 5											
Reading	2014	58%	53%	*	-	-	*	-	-	-	*
Mathematics	2014	66%	62%	*	-	-	*	-	-	-	*
Grade 8											
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration											
Reading	2014	83%	76%	92%	82%	92%	93%	*	100%	*	100%
Mathematics	2014	80%	72%	80%	59%	78%	85%	*	100%	*	87%
Students Requiring Accelerated Instruction											
Reading	2014	17%	24%	8%	18%	8%	7%	*	*	*	*
Mathematics	2014	20%	28%	20%	41%	22%	15%	*	*	*	27%
STAAR Cumulative Met Standard											
Reading	2014	89%	83%	97%	95%	96%	97%	*	100%	*	100%
Mathematics	2014	87%	81%	87%	67%	84%	90%	*	100%	*	100%
STAAR Failers Promoted by Grade Placement Committee											
Reading	2013	95%	97%	*	-	*	*	-	-	-	*
Mathematics	2013	95%	94%	*	*	*	*	*	*	*	*

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2012-13	2.2%	3.1%	4.9%	4.8%	8.4%	3.5%	10.0%	0.0%	*	8.0%	0.7%
2011-12	2.4%	3.9%	1.5%	0.0%	2.6%	1.6%	*	0.0%	*	0.0%	0.0%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' Indicates zero observations reported for this group.

* Indicates results are masked due to small numbers to protect student confidentiality.

'n/a' Indicates data reporting is not applicable for this group.

2014 ESEA DATA

District: BENTONVILLE SCHOOL DISTRICT
LEA: 0401000
Address: 500 TIGER BLVD
Address: BENTONVILLE, AR 72712
Phone: 479-254-5000

Superintendent: MICHAEL POORE
Enrollment: 15081
Attendance: 95.87
Poverty Rate: 27.17

Report created on: 10/29/2014
% Prof/Adv.
2014 Math + Literacy 87.8
2013 Math + Literacy 89.3
2012 Math + Literacy 91.6

OVERALL DISTRICT STATUS:

NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING			MATHEMATICS		
	LITERACY		Percentage	# Attempted	# Expected	Percentage
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8058	8080	99.73	9367	9401	99.64
Targeted Achievement Gap Group	2886	2900	99.52	3363	3382	99.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	264	265	99.62	324	327	99.08
Hispanic	813	816	99.63	969	975	99.38
White	6290	6307	99.73	7254	7276	99.70
Economically Disadvantaged	2265	2278	99.43	2655	2673	99.33
English Language Learners	365	366	99.73	444	445	99.78
Students with Disabilities	917	921	99.57	1003	1007	99.60

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				GROWTH -LITERACY					
	PERFORMANCE -LITERACY			2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6761	7632	88.59	90.05	91.00	4495	5233	85.90	90.84	93.00
Targeted Achievement Gap Group	1984	2676	74.14	80.33	91.00	1365	1856	73.55	85.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	20368	22724	89.63	90.05	91.00	13661	15326	89.14	90.84	93.00
Targeted Achievement Gap Group	6381	8249	77.35	80.33	91.00	4427	5560	79.62	85.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	200	242	82.64	85.28		130	159	81.76	89.91	
Hispanic	628	749	83.85	84.65		415	506	82.02	89.94	
White	5343	5992	89.17	90.78		3537	4115	85.95	90.81	
Economically Disadvantaged	1624	2058	78.91	82.43		1129	1456	77.54	86.87	
English Language Learners	300	387	77.52	77.22		214	239	89.54	87.71	
Students with Disabilities	389	858	45.34	64.69		270	553	48.82	73.05	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				GROWTH -MATHEMATICS					
	PERFORMANCE -MATHEMATICS			2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	7746	8895	87.08	94.56	92.00	3727	5471	68.12	90.24	81.00
Targeted Achievement Gap Group	2344	3144	74.55	89.09	92.00	1058	1937	54.62	84.82	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23227	25963	89.46	94.56	92.00	11650	15568	74.83	90.24	81.00
Targeted Achievement Gap Group	7365	9328	78.96	89.09	92.00	3628	5643	64.29	84.82	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	236	296	79.73	90.76		103	172	59.88	88.47	
Hispanic	713	899	79.31	90.92		326	535	60.93	86.37	
White	6095	6926	88.00	95.23		2936	4282	68.57	90.54	
Economically Disadvantaged	1875	2427	77.26	90.24		857	1513	56.64	86.10	
English Language Learners	374	487	76.80	86.86		170	301	56.48	87.39	
Students with Disabilities	507	939	53.99	64.69		203	571	35.55	72.31	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				2013 AMO			90TH PCTL		
	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	763	888	85.92	87.00	94.00					
Targeted Achievement Gap Group	208	267	77.90	75.00	94.00					
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL					
All Students	2165	2512	86.19	87.00	94.00					
Targeted Achievement Gap Group	546	724	75.41	75.00	94.00					
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO						
African American	21	28	75.00	77.94						
Hispanic	99	118	83.90	85.94						
White	583	672	86.76	87.16						
Economically Disadvantaged	166	219	75.80	74.40						
English Language Learners	35	38	92.11	76.00						
Students with Disabilities	58	76	76.32	72.02						

FRIENDSHIP ASPIRE ACADEMY

SUMMARY

Friendship Aspire Academy

Sponsoring Entity: **Friendship Education Foundation**

IRS Status: **Applied for 501(c)(3) Determination**

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-3	200
2017-2018	K-4, 6	300
2018-2019	K-7	400
2019-2020	K-8	450
2020-2021	K-8	450

Address of Proposed Charter: **7723 Colonel Glenn
Little Rock, AR 72204**

Mission Statement:

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

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

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

Information on the School District in Which the Charter Would Be Located

Little Rock

74.9 % free and reduced-price lunch (2014-2015)
Needs Improvement District (ESEA 2014) – Literacy and Mathematics

Documentation Provided in Support of the Charter

Petition of Support Included in Application

Three names on the petition

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C7: EDUCATIONAL PROGRAM

Remaining issue: It is unclear why grade five will not be served in 2017-2018.

C9: STUDENT SERVICES

Remaining issues: The use of a manifestation determination team seems to be misused since, a manifestation team meets when a student with a disability has been suspended for 10 days and must meet to determine if the behavior is a manifestation of the student's disability.

The applicant needs to confirm an understanding that all federal and state laws related to Special Education Services are applicable.

The applicant neglected to comply with the following request: Remove "In the event that the team does not feel that the student's current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the board to have the student placed into a more restrictive, out-of-general education setting" and confirm that placement decisions for students with disabilities will be made by the IEP team, including the parent, in an appropriately called IEP conference.

The applicant did not respond to the following comment: "Revise the response to section H based on ADE Rules Governing Gifted and Talented Program."

C18: FACILITIES

No Facilities Utilization Agreement was provided.

C20: FOOD SERVICES

The applicant needs to confirm that the charter school will follow federal and state procurement regulations when procuring a food service management company.

Other:

The calendar provided by the applicant is a list of events and does not show the number of student or staff days.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Friendship Aspire Academy

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide the third notice of public hearing for Friendship Aspire as only two notices for Aspire, published on July 3 and July 10, were included.
- Explain why two applications for the same address and grade levels were submitted.

Applicant Response:

- The 3rd Notice was published on July 17, 2015 in the Arkansas Democratic Gazette. An affidavit of publication is included along with the copy of the Tear Sheet from the application.
- Friendship Education Foundation seeks to develop a cluster of three schools serving grades K-12 over time. In order to support a high school in the future, two K-8 feeder schools are needed, so there are separate applications for Friendship Aspire and Friendship Lead. Friendship Lead plans to open a year later, in 2017, and at a separate address.

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Identify what individual, job position(s), or entity(s) will have final decision making authority for the school in the areas of finance and purchasing; hiring and firing of staff; and hiring and firing of the school director or superintendent.

Applicant Response:

Friendship strives to keep all its decision making at a site level.

Final decision making authority for finance and purchasing is set by the board-approved Fiscal

Policies and Procedures Manual, which will comply with the Arkansas Financial Accounting Handbook and which will specify thresholds for approval at the finance team level (typically \$500), school director level (typically \$1,500), board treasurer (typically \$5,000) and full board (typically \$10,000). All finance and purchasing decisions are pre-approved by the finance team to ensure compliance with the adopted budget.

Final decision making authority for hiring and firing of staff rests with the school director, to ensure their accountability for the school's academic performance.

Final decision making authority for hiring and firing of the school director is the joint responsibility of the school board and the Friendship Education Foundation's Executive Director. In practice, both parties must approve the hiring and either one can recommend the termination of the School Director or superintendent.

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;

- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Explain the inconsistency of charter student performance goals that meet the performance in reading and mathematics of students in Little Rock since Little Rock performance is provided to demonstrate a need for the charter.
- Discuss growth expectations for students performing below grade level who need accelerated growth to get on pace to graduate.
- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response:

- A revised goals chart is included below.
- Friendship Aspire Academy's goal for scholars who are performing academically below grade level is a minimum of 1.5 years of growth annually on NWEA MAPP.
- Friendship will utilize alternative assessments to assess students with disabilities as outlined in the student's IEP in accordance with ADE guidelines.

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

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Complete the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017		200
2017-2018		300
2018-2019		
2019-2020		
2020-2021		450

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-3	200
2017-2018	K-4, 6	300
2018-2019	K-7	400
2019-2020	K-8	450
2020-2021	K-8	450

Remaining issue: It is unclear why grade five will not be served in 2017-18.

C8: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how the school will ensure that the curricula in all areas are aligned with Arkansas Curriculum Frameworks.

Applicant Response:

Friendship's curriculum aligns with the rigorous Common Core academic standards and assessments, applicable to public schools in the State Arkansas through the Arkansas Curriculum Framework. Friendship has a proven record of improving student achievement and providing parents and communities with assessments tools for academic performance that measure student progress against school and state learning standards. The curriculum used by Friendship's training staff includes use of techniques specifically designed to measure mastery of state learning standards, diagnose learning deficiencies against those standards, and estimate performance on summative state assessments.

Below is the supporting curriculum documents for each subject and grade level.

Grade Curriculum Serves	Content Area	Curriculum/Publisher	Rationale
Pre-Kindergarten	All	Splash/Houghton Mifflin	Rigorous program aligned with elementary Journeys and Go Math programs, ensures students are ready for Common Core rigor

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

Grade 2	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 2	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 3	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 3	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 3	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 3	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 4	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 4	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 4	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 4	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 5	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 5	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world

			applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 5	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 5	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 6	Reading/ELA	Holt Literature/ Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and writing across multiple genres. Includes authentic literature, including full-length texts and media studies.
Grade 6	Math	Big Ideas Math/ Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency and real-world problem solving. Includes strategies and resources for RTI and immediate re-teaching as well as cross-disciplinary projects.
Grade 6	Science	It's About Time/ It's About Time	Project-based approach to teaching and learning which develops critical thinking and gives students the ability to apply learning to real-world problems.
Grade 6	Social Studies	History Alive!/ TCI	Develops students' critical thinking skills by starting with a big idea and incorporating a multi-faceted student-centered learning experience.
Grade 7	Reading/ELA	Holt Literature/ Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and writing across multiple genres. Includes authentic literature, including full-length texts and media studies.
Grade 7	Math	Big Ideas Math/ Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency and real-world problem solving. Includes strategies and resources for RTI and immediate re-teaching as well as cross-disciplinary projects.
Grade 7	Science	It's About Time/ It's About Time	Project-based approach to teaching and learning which develops critical thinking and gives students the ability to apply learning to real-world problems.
Grade 7	Social Studies	History Alive!/ TCI	Develops students' critical thinking skills by starting with a big idea and incorporating a

			multi-faceted student-centered learning experience.
Grade 8	Reading/ELA	Holt Literature/ Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and writing across multiple genres. Includes authentic literature, including full-length texts and media studies.
Grade 8	Math	Big Ideas Math/ Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency and real-world problem solving. Includes strategies and resources for RTI and immediate re-teaching as well as cross-disciplinary projects.
Grade 8	Science	It's About Time/ It's About Time	Project-based approach to teaching and learning which develops critical thinking and gives students the ability to apply learning to real-world problems.
Grade 8	Social Studies	History Alive!/ TCI	Develops students' critical thinking skills by starting with a big idea and incorporating a multi-faceted student-centered learning experience.

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

Friendship’s training program reinforces the idea that proficient teachers use a variety of appropriate instructional strategies based on the standards, lessons, and needs of their students. Friendship supports teachers in making the cognitive shift to become diagnosticians who skillfully determine the appropriate instructional “prescription” to ensure that students meet the standards and gradually release responsibility to students for ownership of their learning. Intense professional development is provided to ensure that teachers are equipped with the knowledge and skills to ensure that this happens effectively in each and every classroom.

Friendship trains teachers to review the available curriculum resources and develop high-quality learning experiences that ensure that each student will learn as efficiently and effectively as possible. Friendship provides teachers with research-based, common core-aligned program materials from Houghton Mifflin Harcourt so that teachers will have at hand a plethora of resources to support the learning of their individual students. Through differentiated instruction, teachers enable students to

achieve outcomes in ways that work best for each learner (Tomlinson, Wiggins, and McTighe, 2004). Friendship-trained teachers are always focused on learning for students at every level. Teachers continually ask the following key questions:

- How do we know our students are learning?
- What do we do when students are *not* learning?
- What do we do when students *have* learned?

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Partially Responsive

Concerns and Additional Questions

- Explain why a counselor will be hired mid-year in the first year of operation instead of before school begins.
- Confirm that a “full continuum” of services will be provided to special education students.
- Remove, “In the event that the team does not feel that the student’s current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the board to have the student placed into a more restrictive, out-of-general education setting” and confirm that placement decisions for students with disabilities will be made by the IEP team, including the parent, in an appropriately called IEP conference.
- Verify that all state and federal laws pertaining to Special Education will be followed.
- Revise the response to section H based on ADE Rules Governing Gifted and Talented Program.
- Explain how and when “The nurse may also teach some health education.”

Applicant Response:

- Because of the initial grade configuration Friendship does not feel the need to employ the guidance counselor until January of the year preceding year 2 when the middle grade will be

added.

- Friendship Aspire shall provide a full continuum of services for special education students. When a student has been referred for special education services, the special education department must first review all current data on the student including, but not limited to, medical history (including hearing and vision reports), parent and teacher input, outcomes of prior response to intervention initiatives, attendance, formal and informal school-based assessments, and student observations/input when deemed appropriate. Upon review of all documentation, the team, consisting of the parent, general and special education teacher, related service provider(s), SSST and Special Education Coordinator, nurse, guidance counselor, and building administrator, must determine if evaluations are warranted, and denote which areas of concern are to be assessed (reading, writing, behavior, speech and language etc.). After the evaluations are completed, the Manifestation Determination Team must convene to review the findings of the evaluation and determine, with the assistance of the disability criteria checklist found in the special education data system, if the student meets the criteria of the suspected disability.

Each student's Individualized Education Plan (IEP) is provided to each general educator at the beginning of the school year and securely stored in the classroom for collaborative planning. All teachers working with students who have disabilities are expected to use the IEPs to incorporate accommodations, modifications, and instructional strategies necessary to meet student needs. Furthermore, general and special educators have access to resources that guide instructional decisions in an inclusive setting and address challenging behaviors. These resources include curriculum guides and intervention materials intended to "fill in gaps" for struggling students. The ongoing collaboration among general and special educators is the foundation for effective co-teaching strategies that foster growth for all students. As teachers work with one another, they also leverage parents, community organizations, and related service providers to accomplish short and long-term positive outcomes in academic and social-emotional areas. Friendship's goal is to maximize new partnerships to increase accountability, share resources/strategies, analyze data, and meet agreed-upon student goals.

All student accommodations are reviewed on an individual basis. For example, some students transition before or after their peers in alignment with a Behavior Intervention Plan to ensure that they are not distracted by the environment. In other situations, such as enrollment in an intervention program, a special educator will work with the schedule to ensure the appropriate hours and services are provided.

- Friendship will comply with all applicable federal and state laws related to Special Education Services.
- The nurse will work with health education teachers (PE and Science) in a team approach to provide additional resources to health lessons.

Remaining issues: The use of a manifestation determination team seems to be misused since, a manifestation team meets when a student with a disability has been suspended for 10 days and must meet to determine if the behavior is a manifestation of the student's disability.

The applicant needs to confirm an understanding that all federal and state laws related to

Special Education Services are applicable.

The applicant neglected to comply with the following request: Remove “In the event that the team does not feel that the student’s current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the board to have the student placed into a more restrictive, out-of-general education setting” and confirm that placement decisions for students with disabilities will be made by the IEP team, including the parent, in an appropriately called IEP conference.

The applicant did not respond to the following comment: “Revise the response to section H based on ADE Rules Governing Gifted and Talented Program.”

C10: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the charter school shall provide and publish, in a newspaper with general circulation in the district 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, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in section 7.02.2 of the Standards for Accreditation.

Applicant Response:

Friendship will report annual school-wide progress on high stakes, state-mandated assessments to the school community each year. This report will detail progress towards accomplishing program goals, accreditation standards and proposals to correct deficiencies. This report will be made available to parents during open houses and back-to-school nights, on the school website, and also to any parent or community member requesting the information. It will also be mailed out to parents when and if necessary. Friendship shall annually publish in a newspaper in the district before November 15 of each school year this annual report.

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how the charter will ensure that the lottery process is transparent to the public.
- Explain in more detail what is meant by "a marketing plan."

Applicant Response:

- If the number of students seeking admission to the school exceeds the school's capacity, students will be selected on the basis of an open lottery. Applications will be accepted throughout the spring. The schools will continue to accept applications until seven days prior to the lottery, and the lottery will take place in the spring before the school opens. The lottery will also be supervised by an independent local CPA firm. An additional admissions lottery will be conducted each subsequent year for the entering class of the lowest grade. In addition, spaces open in existing grades will also be filled by lottery in subsequent years. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. The lottery procedures will be as follows:
 - All students who apply have equal chance for admission. A drawing will be held and each child will have his or her name entered.

- A sibling preference will apply to families seeking to enroll more than one child in the school.
 - The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process will then repeat until all spaces have been filled.
 - Once spaces in a given grade have been filled, the names of the remaining applicants for that grade will be drawn and their names will be placed on the school's waiting list, ranked with respect to the order in which they were drawn. Children whose parents or guardians submit applications after the lottery will have their names placed at the bottom of the wait list in the order in which their applications are received.
- Friendship will employ the following marketing plan. Upon final approval of our charter, we will immediately:
 - Produce all relevant marketing materials (in multiple languages), including
 - A letter from the CEO outlining the new school, its mission, philosophy on education, curriculum highlights, location, student eligibility, and registration information.
 - Posters outlining the new school, its mission, philosophy on education, curriculum highlights, location, student eligibility, and registration information.
 - Fliers outlining the new school, its mission, philosophy on education, curriculum highlights, location, student eligibility, and registration information.
 - Disseminate marketing materials by
 - Canvassing homes in the surrounding neighborhoods with fliers.
 - Placing posters and leaving fliers at local businesses, libraries, doctor offices, social service agencies, etc.
 - Mailing letters to local residents.
 - Communicate with local residents and their children at parent meetings and community events hosted by a variety of community groups

In addition, the following strategies will also be selectively employed:

- Press Releases and Marketing Communications: Key information will be shaped into messages that can be communicated in all subsequent media operations.
- Radio Advertising: Radio has proven to be one of the most effective ways of advertising local school enrollment. The school may use radio ads when holding a social event, open house, registration week, and any other special events.
- Newspaper Advertising: In conjunction with other efforts, newspaper advertising can also be effective. We will determine if newspaper advertising is needed depending on

the number of students that have enrolled and how much time is left to recruit students as we approach opening day.

- TV Advertising: This form of advertising is expensive, so we will determine if TV advertising is necessary depending on the number of students that have enrolled and how much time is left to recruit students as we approach opening day.
- Q & A Session with Parents and Students: The principal will hold a Q & A session with parents and students to address any questions or concerns parents may have.

Grassroots marketing is the best and the least expensive of all form of recruitment, especially when dealing with a local audience. Below are the strategies we will employ to maximize the impact of grassroots marketing.

- Door-to-Door Campaign: We will organize teams consisting of two or more people to go door-to-door in the neighborhood or attendance zone, to inform parents and potential students of the new school. We will ensure that each team is well stocked with applications, a fact sheet, information about the new campus, handouts, and giveaways. Samples of door-to-door scripts will be made available prior to the campaign to ensure that the teams are well informed and can address all questions.
- Information Sessions: As with every new school, an abundance of questions and concerns will emerge from parents' minds. It is very important to respond to those immediately. For that reason, information sessions are necessary. This gives us the opportunity to immediately inform parents, students, and other members of the community about the change before any concerns surface.
- Distribution of Marketing Material: We will blanket surrounding neighborhoods and nearby community organizations with flyers, door hangers, brochures and as much marketing materials to advertise the new school. Specifically, we will distribute those materials in local businesses, preschools, day care centers, libraries, grocery stores, beauty salons, churches, and laundromats in the area.
- Community Events and Education Fairs: A very effective way to recruit families is to participate in education-related community events and fairs. We will create teams of at least two people to be present at booths during such community events. We will create a schedule well in advance to cover different shifts during each event. It is important that there are enough materials to distribute during the event. Each booth will have a school fact sheet, literature about Friendship, sign-in sheets, student applications, materials that showcase the school and giveaways for parents and potential students.
- Principal Meet and Greet with Parents: The principal will schedule a "meet and greet" event for parents and potential students. Ideally, this will take place at the school so that parents can see where their child will be attending and also become familiar with the school's surroundings. Allowing parents the opportunity to ask questions directly to the principal is essential.

C13: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide the job descriptions, including the required qualifications for the following positions listed on the budget:
 - Instructional Specialist;
 - School Operations Manager;
 - Secretary;
 - Teachers;
 - Special Education Teacher;
 - Counselor; and
 - Nurse.
- Confirm that the School Director is the Principal, as listed in the budget.
- Provide the job description, including the required qualifications, for “Technology” that was listed on the personnel summary in Attachment E.
- Explain the Office of Academic Affairs mentioned in prompt C9 and the staff in that office.

Applicant Response:

- Job Descriptions are attached.
- The School Director and Principal are the same person. The titles are used interchangeably.
- The reference to the Office of Academic Affairs was noted incorrectly in the original application. As Friendship grows over time, the Office of Academic Affairs will be developed to help support schools.
- The initial application contained an error. Friendship Lead will not open until the 2017-2018 school year.

C15: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

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

Fully Responsive**Concerns and Additional Questions**

- Confirm that 4th Sector will implement and comply with the Arkansas Financial Accounting Handbook.

Applicant Response:

4th Sector Solutions will implement and comply with the Arkansas Financial Accounting Handbook and any other regulations required by the State of Arkansas and the Arkansas Department of Education.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm that 4th Sector will implement and comply with the Arkansas Financial Accounting Handbook.

Applicant Response:

4th Sector Solutions will implement and comply with the Arkansas Financial Accounting Handbook and any other regulations required by the State of Arkansas and the Arkansas Department of Education.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

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

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

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

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

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

Partially Responsive

Concerns and Additional Questions

- Provide a signed Facilities Utilization Agreement.

Applicant Response:

- The facility that Friendship Aspire is negotiating to lease/purchase is in compliance with the Americans with Disability Act.
- The terms and conditions of the facility utilization agreement are currently being negotiated with the property owner.

Remaining issue: No Facilities Utilization Agreement was provided.

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the school will apply to participate in the National School Lunch Program.

Applicant Response:

Friendship will work with a Food Service Management Company to provide high-quality meals for breakfast, lunch, and after school snacks that meet or exceed all requirements of the National School Lunch Program (NSLP) and participation in the National Free and Reduced Lunch Program. Nutritional standards are important to Friendship and the school will use grants and partnerships to provide additional health education and high quality food options.

Remaining issue: The applicant needs to confirm that the charter school will follow federal and state procurement regulations when procuring a food service management company.

C21: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C24: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Other:

- Provide the 2016-2017 school calendar for Friendship Aspire Academy.

Applicant Response:

See attached calendar.

Remaining issue: The calendar provided by the applicant is a list of events and does not show the number of student or staff days.

2016-2017 Student and Teacher Calendar

Event	Date
<i>First Day of School (Teachers)</i>	August 1, 2016
<i>First Day of School (Students)</i>	August 22, 2016
Labor Day (No School in Session)	September 5, 2016
Columbus Day (No School in Session)	October 10, 2016
Thanksgiving Break (No School in Session)	November 23 – 25, 2016
Winter Break (No School in Session)	December 23, 2016 – January 3, 2017
Teacher Professional Development	January 3-4, 2017
Martin Luther King, Jr. Day (No School in Session)	January 16, 2017
Spring Break (No School in Session)	March 20 – 24, 2017
Memorial Day (No School in Session)	May 29, 2017
Last Day of School (Students)	June 1, 2017
Last Day of School (Teachers)	June 15, 2017

Arkansas Democrat Gazette

Arkansas' *Largest* Newspaper

AFFIDAVIT OF PUBLICATION

To Whom It May Concern:

I, Sandra Ward, do solemnly swear that I am sales representative at the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas,
And that from my own personal knowledge and reference to the files of said publication, that the advertisement of:

FRIENDSHIP ASPIRE ACADEMY (FRIENDSHIP EDUCATION FOUNDATION)
were inserted in the regular editions on the
Arkansas Democrat-Gazette on Friday, July 3, Friday, July 10 and Friday, July 17, 2015.

Electronically signed,
Sandra Ward
On the Second day of July 2015.

Arkansas Democrat  Gazette

Arkansas' *Largest* Newspaper

121 East Capitol Avenue | Little Rock, AR 72201



Arkansas Democrat-Gazette/RICK MFARLAND

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

NLRSD

• Continued from Page 1B

The district is in the midst of what started as a \$265 million dollar capital improvement program that is reducing what were 21 campuses to 13 schools. Twelve of the 13 are being built anew or extensively renovated.

The North Little Rock public school system does not typically require its returning students to physically register for each new school year.

This year, however, the

district is moving student information from the Arkansas Public School Computer Network to the state's e-School system, North Little Rock Deputy Superintendent Beth Stewart said. As part of that transition, district officials are trying to obtain up-to-date, correct information on all students, Stewart said.

District officials said more information about registration will be made available to district parents in the next few days through the news media, recorded "robo-calls" to homes and on the district's website and Facebook page.

Parents seeking to register their children must provide proof of their address by showing a current utility bill or a lease or mortgage agreement. The parents also must provide a working telephone number, and they will be asked for an email address, although that is not required.

Parents of students new to the district must also show a birth certificate for their child, the child's immunization record, Social Security number and information from the child's previous school.

3rd suspect sought in July 8 LR death

ARKANSAS DEMOCRAT-GAZETTE

Little Rock police are seeking a third suspect in the slaying of a 68-year-old security guard in his home July 8, according to police.

Calvin Thornton Jr., 27, of 2100 S. Valentine St. is wanted by police on charges of capital murder and theft of property in the death of Fred Pohnka Jr. Thornton stands 5-foot-7 and weighs 200 pounds, and police said he might be driving an older model brown Lexus or a brown Chevrolet Suburban.

Police also said Thornton is considered armed and dangerous and anyone who sees him should notify police.

This is the third suspect identified in the case. Malcolm Jamel Cooksey, 24, and Alexandria Levette Martin, 27, have been arrested.

Cooksey was arrested Wednesday and is being held at the Pulaski County jail on charges of capital murder and theft of property.

Martin was arrested Tuesday and pleaded innocent Wednesday morning to charges of capital murder, theft by receiving and fraudulent use of a credit card. She is being held without bond at the Pulaski County jail.

Lt. Steven McClanahan, Little Rock police spokesman, said in a release Thursday night that authorities do not expect any further arrests will be sought.

Pohnka was found beaten to death in his home at 1217 S. Jackson St. His wallet, cellphone, TV and gun were stolen, according to a police report.

Berryville man, 67, found dead in park

NWA DEMOCRAT-GAZETTE

Special agents with the Arkansas State Police were investigating the death of a man found in Hobbs State Park on Thursday.

Someone running the trails inside the park found the body of Kenneth McCoy, 67, of Berryville, according to a news release from the Arkansas State Police. The man's body was in a wooded area of the park. No foul play is suspected in McCoy's death, according to the release.

McCoy's body will be sent to the state Crime Laboratory in Little Rock to determine what caused his death, according to the release.

Arkansas Democrat-Gazette

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The North Little Rock public school system does not typically require its returning students to physically register for each new school year.

This year, however, the

district is moving student information from the Arkansas Public School Computer Network to the state's e-School system, North Little Rock Deputy Superintendent Beth Stewart said. As part of that transition, district officials are trying to obtain up-to-date, correct information on all students, Stewart said.

District officials said more information about registration will be made available to district parents in the next few days through the news media, recorded "robo-calls" to homes and on the district's website and Facebook page.

Police beat

SCOTT CARROLL
AND EMILY NITCHER
ARKANSAS DEMOCRAT-GAZETTE

Gunman chases family into home

Police were seeking an armed robber who chased a man and two children into their Little Rock home Wednesday.

Isaias Trujillo, 36, said he was outside his home at 5616 Baseline Road when a man pulled up in a white Cadillac sedan just before midnight, according to a police report.

The man walked toward Trujillo and two boys, ages 14 and 15, and demanded money. Trujillo said he and the boys ran inside and blocked the door.

The robber ran after the three and damaged the door trying to get inside, but eventually fled empty-handed, according to the report.

No injuries were reported. Police searched the area but made no arrests.

The robber is described only as black and between the ages of 30 and 45. He wore a white T-shirt.

2 rob LR eatery's workers, rifle safe

Two armed men robbed Gus's Fried Chicken on Wednesday night, taking cash and cellphones from employees and money from the safe, police said.

The men jumped a privacy fence about 10 p.m. and approached a female employee sitting on the patio of the restaurant at 400 N. Bowman Road. They pointed black handguns at the woman and one of the men told her to "Give me all your money."

Getting it straight

The Democrat-Gazette wants its news reports to be fair and accurate.

We correct all errors of fact. If you know of an error, write:

Frank Fellone
Deputy Editor
P.O. Box 2221
Little Rock, Ark. 72203

or call 378-3475 during business hours Monday through Friday.

The Arkansas State University System serves 23,000 students in Arkansas.

A story in Thursday's paper about a task force on higher education misstated the number.

Today's radar speed checks

Little Rock and North Little Rock police and the Pulaski County sheriff's office will use radar to detect speeding at these locations. Police and sheriff's deputies may conduct radar checks in other locations as well.

Little Rock: Evergreen Dr.

North Little Rock: McCain Blvd.

Pulaski County: Kanis Rd.

More information on the Web

Right2Know crime database
arkansasonline.com/right2know

according to the report.

The men took the woman's cellphone and money and then ordered her back into the restaurant where the men demanded money from the safe, took the restaurant's phones and the cellphone of another employee before running from the restaurant, the report said.

The men also reportedly fired one shot into the air while they were running from the business. Officers searched the area but made no arrests.

Employee arrested in theft of laptops

A part-time employee at Metropolitan Career-Technical Center is accused of taking four laptop computers, according to a report from Little Rock police.

Robert Callicott, 39, was arrested Wednesday on a theft of property charge after a school official told police that Callicott took 10 Apple MacBook laptop computers and did not return them.

The report said Callicott claimed he did not take the computers, but video footage showed him taking the computers out of the classroom May 28.

Callicott returned six of the computers after the school said it would press charges, but four are still missing, the report said. Callicott was not listed on the Pulaski County jail roster Thursday.

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Taylor

• Continued from Page 1B
already undergone one evaluation, but it was less comprehensive than the current one.

His next court appearance is to be Aug. 24, about two weeks after he turns 37, for a progress report on the evaluation process. Trial dates cannot be set until the question of his mental health is resolved.

Taylor has been jailed without bail since his court hearing on May 29 in which the judge learned that Taylor was going to be arrested on the beating allegations.

Condon was found unconscious the evening of May 13 on the floor of a cabin at the Oasis Renewal Center on Cooper Orbit Road in Little Rock. After he regained consciousness, he could not initially tell investigators what had happened to him. No one at the center reported seeing what had gone on between the men, although at least two witnesses heard something, according to Pulaski County sheriff's office reports.

Duggars

• Continued from Page 1B

about child sexual abuse. The network is working with the Rape, Abuse and Incest National Network and Darkness to Light — along with the Duggar family — in creating a one-hour, commercial-free documentary that will air later this summer.

In Touch Weekly magazine reported May 21 that Josh Duggar had been the subject of a criminal investigation in 2006 involving actions in 2002 and 2003. He resigned as a lobbyist for the conservative Family Research Council after the report appeared.

In March 2002, then-14-year-old Josh Duggar told his parents that he had run his hands over young girls in the Duggar household as they slept, his parents said in a June 3 Fox News interview with Megyn Kelly. Josh Duggar was disciplined and precautions were taken, his parents said, but they didn't seek outside assistance for him or his victims.

Josh Duggar then admitted to his parents in July 2002 that he took similar advantage of girls who had fallen asleep on the family couch and was again punished, Jim Bob and Michelle Duggar told Fox News. The Duggars said they sought outside help after a third admission in March 2003 by Josh Duggar that he touched two girls while they were awake. Josh Duggar was then sent to Little Rock for four months.

The Springdale Police Department began an investigation in 2006, after an anonymous tip was forwarded to state authorities. The investigation concluded that the statute of limitations had passed for any charges.

Duggar sisters Jill Dillard, 24, and Jessa Seewald, 22, appeared on Fox News' The Kelly File on June 5 and acknowledged that they were inappropriately touched by their brother. But the two sisters said the problem had been taken care of years ago, and Josh Duggar had been forgiven and is a changed person.

Two of the other girls fondled by Josh Duggar as a teen were also his sisters, the Duggars told Fox News. The fifth victim was a family friend.

"With God's grace and help, Josh, our daughters and our entire family overcame a terrible

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Also, Taylor told a center worker that something had occurred between Condon and himself, but the reports don't say what he said beyond a quote from Taylor: "I told dude to stop ***** with me."

It was not until the next day that a hospitalized Condon reportedly described being punched in the face by Taylor, who he said got angry when he greeted the boxer and attempted to high-five him. An arrest affidavit states that Condon suffered five fractures in his face around his eyes and nose, injuries that required reconstructive surgery.

The second-degree battery charge against Taylor carries a maximum of six years in prison, but that penalty can be doubled if he is deemed a habitual offender by being convicted of the other charges against him.

The judge had agreed to allow Taylor to enter rehabilitation in March, after the boxer had spent about six weeks in jail after his arrest over accusations that he'd fired a gun at a family with three children after Little Rock's Dr. Martin Luther King

Jr. Day parade in January.

Taylor had been in rehabilitation for less than three months when he was arrested on Condon's accusations.

Taylor's other charges are:

- First-degree battery and terroristic threatening in the August shooting of his 42-year-old cousin, Tyrone DaWayne Hinton of Jacksonville, and allegations that he threatened the life of another man, Aharon Coley, 20, of Little Rock. Hinton reportedly required surgery for treatment of his injuries. Taylor's lawyers have suggested that Taylor acted in self-defense. The charges together carry a potential of 26 years in prison.

- Five counts of aggravated assault, and single charges of terroristic threatening and misdemeanor marijuana possession stemming from his Martin Luther King Day arrest. The charges together carry a potential 36-year maximum and are based on accusations that he threatened a family of five by firing a gun at them and threatened to kill the father, 42-year-old Thelton Smith of Little Rock, outside a gym owned by Taylor.

Shannon Llanes, senior director of publicity for TLC parent company Discovery Communications, said neither the network nor the family had any further comment beyond its statements.

The show *19 Kids and Counting* started in September 2008 and lasted for 10 seasons.

The series' final episode, which aired May 19, drew about 1.7 million viewers.

Information for this article was contributed by Ron Wood of the NWA Democrat-Gazette.

Crystal Hill ANTIQUE MALL

Christmas in July

July 18 & 19

Huge Sales

Homemade Refreshments

HUGE SALE IN PROGRESS!!

NORTH LITTLE ROCK

501

Teacher

Responsibilities:

- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade---by---grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short---term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare at least quarterly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, learning environment;
- Engage in effective and appropriate classroom management;
- Accept and incorporate feedback and coaching from administrative staff;
- Serve as an advisor to a students, including organizing advisory groups, overseeing the academic and behavioral progress;
- Perform other duties, as deemed appropriate, by the principal.

Qualifications:

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject---area teaching experience;
- If not covered by any of the exemptions provided under New York's charter---school law, possess any required state teaching certification and meet any other applicable credentialing requirements including the federal Elementary and Secondary Education Act, as amended;
- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of school---age children;
- Demonstrated ability to work with diverse children, including those with special needs;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement;
- Demonstrated willingness to be held accountable for student results.

Special Education Teacher

Responsibilities:

- Provide direct and indirect instruction;
- Long and short---term planning addressing individual needs of students;
- Evaluate students' progress;
- Teach a multi---model approach;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Serve as advisors to students;
- Remain current on rules set forth in special education law and regulations (Coordinator position only);
- Maintain privacy of student records and information (Coordinator position only);
- Serve as primary liaison with CSE of students' district of residence (Coordinator position only).

Qualifications:

- Appropriate state certification as a special education teacher and any other credentialing required and applicable;
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individuals specific needs;
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively as a team member;
- Demonstrated administrative or organizational ability (Coordinator position only).

School Counselor

Responsibilities:

- Develops and maintains a written plan for effective delivery of the school counseling program;
- Ensures all scholars have individual growth plan;
- Communicates the goals of the comprehensive school counseling program to education stakeholders;
- Maintains current and appropriate resources for education stakeholders;
- Uses the majority of time providing direct services such as academic guidance, and, individual scholar planning;
- Provides leadership and collaborates with the school leadership team to ensure the implementation of the school counseling program;
- Assists all scholars, individually or in groups, with developing academic, career and personal/social skills, goals, and plans;
- Collaborates with parents/guardians and educators to assist scholars with educational and career planning;
- Provides individual and group counseling to scholars with identified concerns and needs;
- Consults and collaborates effectively with parents/guardians, teachers, school leadership and other educational/community resources regarding scholars with identified academic needs and concerns;
- Accurately and appropriately uses assessment procedures for determining and structuring individual group counseling services;
- Provides appropriate information to staff related to the comprehensive school counseling program;
- Creates class schedules for scholars;
- Assists teachers, parents/guardians and other stakeholders in interpreting and understanding scholar data;
- Participates in professional development activities to improve knowledge and skills;
- Uses available technology resources to enhance the school counseling;
- Adheres to laws, policies, procedures, and ethical standards of the counseling profession;
- Conducts a yearly audit to review extent of program implementation;
- Measures results of the school counseling program activates and shares results as appropriate;
- Monitors scholar academic performance, behavior, and attendance and assists with appropriate interventions;
- Serves as the test coordinator for the school;
- Perform all other duties assigned.

Qualifications:

- Master's degree required;
- A valid school counselor certification as defined by Louisiana;
- Two years experience in scholar services, social services, training, development, or related positions;
- Experience in an educational organization with focus on improving scholar performance;
- Must possess strong interpersonal and communication skills. Incumbents must be able to lead, communicate and persuade others, and interact effectively with other in difficult situations;
- Must have the ability to professionally and effectively deliver presentations to small and large groups;
- Must be results oriented and able to manage various projects or tasks at one time;

Secretary

Responsibilities:

- Organize, coordinate, schedule and perform a wide variety of clerical and other office functions and activities related to the administration of diverse programs and operations; prioritize and schedule duties and assignments to assure efficiency and effectiveness and meet established time lines;
- Serve as secretary and provide administrative assistance to the Principal; make, schedule, and arrange appointments, meetings and conferences; take and transcribe dictation as required;
- Coordinate and facilitate communications between District and site personnel, parents, scholars, school and community organizations and the general public;
- Communicate with variety of site and District and site personnel, parents, scholars, school and community organizations and the general public;
- Perform secretarial duties for the Principal, assisting with routine administrative matters as appropriate; independently compose letters, memoranda, and other materials;
- Assist the Principal in the preparation and maintenance of financial, statistical and narrative reports; research, compile and organize information;
- Initiate budget preparation; work with Department Chairpersons in preparing individual budgets to meet needs; prepare forms and assist the Principal in preparing and monitoring budget;
- Process purchase orders; assist Department Chairpersons with adjustments and with making transfers; review computer print-out and balance accounts to assure accuracy;
- Type from notes, rough draft or verbal instructions a variety of written materials including correspondence, bulletins, memoranda, calendars, requisitions, records, reports and evaluations;
- Compile and organize information for the Principal; compose and respond to routine correspondence; open, sort, review and route mail;
- Coordinate and assist with special events for the high school; assist in selection of personnel and program; assure adherence to legal requirements and Board policies; maintain budget; work with and assist personnel assigned to the event;
- Train and provide work direction to clerical personnel, scholar assistants and others as assigned;
- Operate a variety of business and office machines including fax machine, calculator, computer, copiers, and communications equipment;
- Order a wide variety of business and office machines including fax machine, calculator, computer, copiers, and communications equipment;
- Order a wide variety of equipment, materials, supplies and special items requested by faculty; assure receipt and proper distribution;
- Answer phones and greet visitors; take and relay messages; provide information to scholars, parents, faculty and site personnel; interpret, apply and explain District policies and school procedures and regulations;
- Perform other duties as assigned;
- Maintain regular attendance;
- Perform all other duties assigned.

Qualifications:

- High school Diploma or G.E.D. Certificate;
- 3 years of increasingly responsible office or secretarial experience;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability.

Instructional Specialist

Position: Curriculum Instructional Specialist

Role: The curriculum-instructional specialist is defined as one whose primary concern is the improvement of learning opportunities through the provision of instructional leadership. The supervisor, as the instructional or program specialist, has the role of decision-maker, consultant, and specialist in advising administrators, teachers, and other professional personnel.

Responsibilities include curriculum development, instruction, and staff development. The curriculum-instructional specialist serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school and/or school system. (Information obtained from program competencies outlined for Institutions of Higher Education program evaluations.)

Definition

Plans for and supervises curriculum development and implementation, and the provision of centralized instructional services; supervises and directs the work of subject coordinators, specialists, and resource teachers. Provides advice and counsel for teachers and principals on matters pertaining to instruction. Plans and implements staff development programs for school staffs.

Typical Tasks (illustrative only)

- Directs the planning, development, field-testing, and evaluation of curriculum;
- Manages the textbook adoption process;
- Directs the publication and provision of division-wide instructional-related staff development, including in-service training designed to support implementation of newly developed curricula;
- Contributes to the proposal and implementation of college courses to support curriculum development or program implementation;
- Supervises preparation of curricular content for instructional materials catalog;
- Supervises development of instructional guidelines, policies, regulations, and official notices;
- Interprets statutes and regulations for staff and community;
- Manages the preparation of office budget requests and monitors expenditures.

Required Knowledge, Skills, and Abilities

Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Technology

Responsibilities:

- Manage technology strategic plan and budget.
- Oversee infrastructure design (including multi---node LAN/WAN and telephony) and systems implementation.
- Work collaboratively with School District technology departments to manage and support appropriate shared technology services and applications.
- Communicate regularly with school administrators and leaders on school campuses regarding technology issues and concerns.
- Technology vendor RFP management, selection, negotiation and management.
- Set up help desk and asset tracking systems.
- Supervise User Support Technician for servicing users.
- Assist in identification, evaluation, and selection of educational and operational software.
- Develop and implement technology policies, practices and procedures.
- Lead telecommunications projects of strategic impact such as vendor RFP's, migrations across WAN, LAN, Voice and wireless/mobile platforms.
- Perform all other duties assigned.

Qualifications:

- College/technical degree or significant equivalent work experience required.
- Ability to articulate and communicate complex technology concepts effectively in non---technical terms in a compelling manner;
- Ability to analyze complex business/technical problems to define system scope and objectives
- Strong analytical and problem solving skills and ability to manage a project independently.
- Strong documentation and oral, written and communications skills.
- Self---motivated team player, able to set priorities and manage to deadlines.
- Excellent trouble---shooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.
- Superior project management skills, with strong ability to multi---task.
- Perform all other duties assigned

Preferred skills and work experience:

- Minimum of 5---7 years of technology leadership and management experience.
- CCNP preferred, CCIE written and CISSP a plus.
- Experience with layer 2 transport such as ATM, Frame Relay, Ethernet, Layer 3 services: MPLS/VPN routing protocols: OSPF, BGP, EIGRP.
- Knowledge of network security tools, security practices as they pertain to telecommunications, DMZ's, VPN/RAS, Firewalls, IDS/IPS, NAC, MARS CSA, RADIUS; TACACS and a track record of maintaining solid audit posture.
- Knowledge of existing network management tools and emerging tools, architectural concepts and principles.

SCHOOL NURSE JOB DESCRIPTION
ROLE - QUALIFICATIONS - FUNCTIONS

A. Role:

The school nurse is a registered professional nurse certified with the State Department of Education working in the school setting who strengthens and facilitates the educational process by improving and protecting the health status of children.

The major focus of school nursing services is the prevention of illness and disability, and the early detection and correction of health problems. The school nurse is uniquely qualified in preventive health, health assessment, and referral procedures.

B. Qualifications:

1. Possession of a current license to practice professional nursing in state.
2. Three year's experience as a professional registered nurse.
3. Certification as required by the Department of Education.
4. A baccalaureate degree is required. If a candidate does not have a BS degree, he/she must be matriculating in a program to gain a bachelor's degree when applying for certification. The degree can be in nursing or a related field.

C. Functions:

1. Provide health assessments.
 - a) Obtains a health and developmental history.
 - b) Screens and evaluates findings for deficits in vision, hearing, scoliosis, growth, etc.
 - c) Observes the child for development and health patterns in making a nursing assessment and nursing diagnosis.
 - d) Identifies health findings, which do not fall within the normal range.
 - e) Assists with physical examinations when conducted in the school.
2. Develops and implements a health plan.
 - a) Interprets the health status of pupils to school personnel.
 - b) Initiates referrals to parents, school personnel and community health resources for intervention, remediation, and follow through.
 - c) Provides ongoing health information to pupils, parents, school personnel and health agencies.

- d) Recommends and helps to implement modifications of school programs to meet students' health needs.
 - e) Utilizes existing health resources to provide appropriate care of pupils.
3. Maintains, evaluates, and interprets cumulative health data to accommodate individual needs of students.
 4. Participates as the health specialist on the child education evaluation team to develop the health individualized educational plan (I.E.P.)
 5. Plans and implements school health management protocols for the child with chronic health problems, including the administration of medication.
 6. Participates in home visits to assess the family's needs as related to the child's health.
 7. Develops procedures and provides for crises intervention for acute illness, injury and emotional disturbances.
 8. Promotes and assists in the control of communicable diseases through preventive immunization programs, early detection, surveillance and reporting of contagious diseases.
 9. Recommends provisions for a school environment conducive to learning.
10. Provides information on health.
- a) Provides health information to assist students and families in making health-related decisions.
 - b) Participates in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health.
 - c) Provides information to adolescents concerning health problems in order to encourage responsible decision-making practices.
 - d) Serves as a resource person to the classroom teacher and administrator in health instruction and as a member of the health curriculum development committees.
11. Coordinates school and community health activities and serves as a liaison person between the home, school, and community.
12. Acts as a resource person in promoting health careers.
13. Engages in research and evaluation of school health services to act as a change agent for school health programs and school nursing practices.
14. Assists in the formation of health policies, goals and objectives for the school unit.

D. Administration:

1. Is responsible for maintaining and updating cumulative health records.
2. Helps develop/revise school health policies, procedures and standing orders.
3. Prepares the budget for school health supplies.
4. Reviews, revises and implements emergency policies, including in-service health and safety programs for personnel.
5. Prepares first aid kits for each building.
6. Organizes, instructs, and supervises school health volunteers or assistants.
7. Reports regularly in writing to the principal and superintendent on school health activities.
8. Prepares statistical reports for the Department of Educational and Cultural Services and Department of Human Services for the superintendent's signature as required.
9. Implements the school medication policy and procedure.

E. Coordination:

1. Interprets school health services to school personnel.
2. Plans, implements, and supervises school health screening programs in accordance with state and district requirements and recommendations. Provides follow-up services when indicated.
3. Interprets appraisal findings, and helps students and parents accept responsibility for diagnosis and treatment.
4. Serves as a health liaison between school, home, and the community. Makes home visits as needed.
5. Encourages parents to maintain current immunization protection as recommended by the Department of Human Services.
6. Participates in the health aspects of kindergarten pre-registration.
7. Helps school personnel recognize departures from appropriate behavior and growth patterns; helps students and staff adjust student programs when necessary to accommodate health needs of students.
8. Serves as a resource person to school personnel. Participates selectively in classroom instruction under the supervision of the teacher.

RECOMMENDATIONS

1. Attend the annual school nurse update sponsored by the Department of Education in its entirety.
2. Read the Faculty Handbook, Student Handbook, Physical Education Handbook, Pupil Evaluation Team Handbook, and the School Health Manual.
3. Get to know the key people: administration, faculty, the guidance and physical education personnel, secretaries, custodians, bus drivers.
4. Obtain a private area for assessment/counseling, with proper ventilation, lighting, heat, telephone, filing, and resource materials.
5. Obtain needed supplies and equipment for the nurse's office. Include a telephone.
6. Meet with the teachers to acquaint them with the health program, health services offered and classroom emergency procedures for first aid.
7. Set up first aid kits for the various areas of your schools.
8. Set up a daily log to list those students who visit the nurse's office, or need special attention.
9. Review students' health records and inform school personnel of special health problems, possible school safety hazards. This is an excellent time to have handouts ready for the faculty in such areas as epilepsy, diabetes, etc.
10. Plan to attend as many faculty meetings as possible. This helps identify the school nurse as a member of the staff.
11. Keep lines of communication open between nurse and teachers, nurse and administration, nurse and parents, and nurse and guidance department.
12. Participate in the preparation of the school health services budget.
13. Develop full year plan for scheduled health activities including accommodated mandated reporting.
14. Join your professional organization, the state Association of School Nurses.
15. Prepare reports monthly/yearly. It is extremely important to document school nursing activities. This documentation provides both the superintendent and school board with information to support the need for school nursing. A yearly report should summarize data in the monthly reports.

Friendship Louisiana

Proposed School Calendar

2016-17

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

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

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

**Friendship Aspire Academy
Waivers Requested in Original Application
2015 Open-Enrollment Application**

1. Board of Directors/School Board Elections

ARK. CODE ANN. § 6-13-608 Length of Directors' Terms

ARK. CODE ANN. § 6-13-611 Vacancies Generally

ARK. CODE ANN. § 6-13-615 Local Option to Elect Directors from Single-Member Zones

ARK. CODE ANN. § 6-13-616 Qualifications of Directors

ARK. CODE ANN. § 6-13-618 Organization – Disbursing Officer

ARK. CODE ANN. § 6-13-619(c) Meetings

ARK. CODE ANN. § 6-13-620 Powers and Duties

ARK. CODE ANN. § 6-13-621 Authority to Convey Section Lands

ARK. CODE ANN. § 6-13-628 Purchases in Small Communities Without Bids

ARK. CODE ANN. § 6-13-630 Election by Zone and At-Large

ARK. CODE ANN. § 6-13-631 Effect of Minority Population on Elections

ARK. CODE ANN. § 6-13-633 Vacancy

ARK. CODE ANN. § 6-13-634 School District Board of Directors – Size

ARK. CODE ANN. § 6-13-635 School Board Review and Approval of Salary Increases

Friendship Aspire seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Friendship is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Friendship's charter. The waivers requested under the Ark. Code Ann. §§ 6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. § 6-13-619 and the board training requirements under Ark. Code Ann. § 6-13-629.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals. The Applicant should provide as much detail about the structure and operation of its governance as possible.

Applicant Response:

The board of Friendship is made up of individuals who are focused on student outcomes. We seek board members who are committed to working with Friendship over the long term and who are concerned about student outcomes whether or not they were up to be reelected.

See application section C-2

Remaining Issues: None

2. Licensure

ARK. CODE ANN. § 6-15-1004 Qualified Teachers in Every Public School Classroom

ARK. CODE ANN. § 6-17-301 Employment of Licensed Personnel

ARK. CODE ANN. § 6-17-302 Public School Principals – Qualifications and Responsibilities

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

ARK. CODE ANN. § 6-17-401 Teacher's License Requirement

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

ARK. CODE ANN. § 6-17-919 Warrants Void Without Valid Certificate and Contract

ADE Rules Governing Educator Licensure

Standards for Accreditation 15.02 Principals

Standards for Accreditation 15.03 Licensure and Renewal

Friendship requests this set of waivers because we seek to provide a unique program. Friendship selects educators based upon grit, classroom and culture management, high expectations, commitment to data-driven instruction, and past achievement. Continuous targeted support and development is critical in closing the achievement gap.

All of our teachers will be Highly Qualified and will need to meet specific rigorous Friendship network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.

Friendship builds human capital through annual training for all new principals and other leadership team members. The training addresses the fundamentals of school organization, student management, and student achievement. A year-round leadership development program

supports the growth of principals in effective leadership.

Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.

Legal Comments: None

3. Uniform Date of Beginning and End of School Year

ARK. CODE ANN. § 6-10-106 Uniform Dates for Beginning and End of School Year

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

Legal Comments: The Applicant should describe how it intends to count a "school day." It appears the Applicant may also need to request a waiver from ARK. CODE ANN. § 6-16-102.

Applicant Response:

A school day is any calendar day that students attend not inclusive of weekends.

Friendship requests a waiver of ARK. CODE ANN Section 6-16-102. This was erroneously omitted from the initial application.

Remaining Issues: The Applicant should be prepared to discuss the hour-by-hour structure of its school day before the Authorizer.

4. Minimum Salaries for Classified Employees

ARK. CODE ANN. § 6-17-201(c)(2) Personnel Policies Requirements

ARK. CODE ANN. § 6-17-807 Additional Days

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

ARK. CODE ANN. § 6-17-2301(c) Personnel Policy Law for Classified Employees

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

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites Sections 4.02.3, 5.00, 6.00, 7.00, and 8.00

We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the Friendship compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using

this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in budgeting.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals. The Applicant should explain the duties of each of its projected classified employees.

Applicant Response:

See job descriptions attached to review response and application section.

Maintaining a balanced budget and quality operation along with ensuring the ability to hire and retain quality classified personnel is necessary to ensure that the best teacher is in every classroom.

Remaining Issues: The descriptions referenced in the initial Legal Comments were not found in the attached list of job descriptions. The job descriptions that were found in the attached list were very brief.

5. Class Size and Teaching Load

Standards for Accreditation 10.02 Class Size and Teaching Load

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 450 for grades K-8. Class size at Friendship Aspire will not exceed 20 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals.

Applicant Response:

In order to ensure that Friendship meets the goals (For example) a minimum of 1.5 years growth on NWEA MAPP it is necessary that we have the flexibility of class sizing. In certain instances smaller classes help with student performance but there is other research to the contrary. We request the ability to make the right decision on class size to meet the needs of the students served.

Remaining Issues: None

6. Superintendent

ARK. CODE ANN. § 6-13-609

ARK. CODE ANN. § 6-17-427 Superintendent License – Superintendent Mentoring Program Required

ADE Rules Governing the Superintendent Mentoring Program

Standards for Accreditation 15.01 School District Superintendent

Friendship seeks exemption from these portions of the Education Code and the ADE Rules to allow Friendship the flexibility to utilize an Executive Director and a School Principal in fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Friendship to promote the most efficient use of human and financial resources in the school.

Friendship seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Friendship school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.

Legal Comments: No waiver is required from ARK. CODE ANN. 6-13-609, as it has been repealed.

Applicant Response:

Please remove the request for the waiver of ARK. CODE ANN. 6-13-609, as it has been repealed.

Remaining Issues: None

7. Library Media Services

ARK. CODE ANN. § 6-25-101 et seq. Public School Library Media and Technology Act

Standards for Accreditation 16.02 Media Services

We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses combines with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with Friendship to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals. The Applicant should explain the make-up of "classroom libraries" and should provide examples of how these libraries are intended to be used in its "arts-infused program."

Applicant Response:

Friendship maintains classroom libraries that are geared towards the content being taught in the classroom. It is vital for the success of the scholars that teachers and principals are allowed to select the appropriate books for the classrooms.

Remaining Issues: The Applicant should be prepared to provide a more detailed explanation of the classroom libraries and its arts-infused program before the Authorizer.

8. ALE

ARK. CODE ANN. § 6-15-1005(b)(5) Safe, Equitable, and Accountable Public Schools

ARK. CODE ANN. § 6-18-503(a)(1)(C)(i) Written Student Discipline Policies Required

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

Standards for Accreditation 19.03

ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of an Alternative Learning Environment) Section 4.00

It is the intention and commitment of the founders of Friendship to educate all students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures and respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

Legal Comments: Rationale related to ALEs should be provided. The Applicant should provide examples of how its “arts infusion” helps connect with students who are struggling and make them successful. The guidance program will not be operational until, at the earliest, mid-year in the first year of the school’s operation.

Applicant Response:

Applicant uses multiple interventions including advisory, Read 180, and COMPASS Math. Each student has an individualized learning plan, which incorporates math, science, socials starts, reading and Art. Each student is assigned an advisor who is responsible for monitoring their individual plans. Additionally Read 180 and Compass have their own coach. A school based counselor will be more focused on college preparation and not student interventions.

Remaining Issues: This answer is confusing. The role of the guidance program is still unclear, and there is no explanation of why the guidance position is set to be a mid-year hire, nor how the Applicant intends to find qualified applicants for a position at the mid-year point when most

qualified would-be applicants are already employed at schools. The identity of the "advisors" mentioned in the Applicant Response above as being assigned to each student is left unclear.

Desegregation Analysis: Fully Responsive

**ADE LEGAL
DESEGREGATION
ANALYSIS**

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Friendship Aspire Academy

Date: September 30, 2015

I. INTRODUCTION

Friendship Education Foundation submitted an application for an open-enrollment public charter school, Friendship Aspire Academy. The proposed charter school would be located within the boundaries of the Little Rock School District. The proposed charter school would provide instruction to students in grades kindergarten through eighth (K-8). The proposed charter school would possess a student enrollment cap of 450. According to its application, the proposed charter school expects to draw students from the Little Rock, North Little Rock, Pulaski County Special, Benton, and Bryant school districts.

II. STATUTORY REQUIREMENTS

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

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

The applicant addresses Desegregation Assurances on page 38 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school, and for open-enrollment charter schools operating in the same county, is:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	271	557	15,371	2,925	75	4,164	23,363
	1.16%	2.38%	65.79%	12.52%	0.32%	17.82%	--
N. Little Rock School District	37	99	5,062	680	29	2,669	8,576
	0.43%	1.15%	59.03%	7.93%	0.34%	31.12%	--
Pulaski Co. Spec. School District	539	319	7,238	1,194	71	7,218	16,592
	3.25%	1.92%	43.62%	7.20%	0.43%	43.50%	--
DISTRICT TOTAL	847	975	27,671	4,799	175	14,051	48,518
	1.75%	2.01%	57.03%	9.89%	0.36%	28.96%	--
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0	14	112	37	7	579	749
	0.0%	1.9%	15.0%	4.9%	0.9%	77.3%	
Covenant Keepers (LRSD)	0	0	89	68	0	0	157
	0.0%	0.0%	56.7%	43.3%	0.0%	0.0%	
E-Stem (LRSD)	51	47	666	93	3	602	1,462
	3.5%	3.2%	45.6%	6.4%	0.2%	41.2%	
Jacksonville Lighthouse (PCSSD)	1	19	493	88	8	304	913
	0.1%	2.1%	54.0%	9.6%	0.9%	33.3%	
Lisa Academy (LRSD/NLRSD)	13	188	568	203	19	497	1,488
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
LR Prep Academy (LRSD)	3	2	359	33	0	1	398
	0.8%	0.5%	90.2%	8.3%	0.0%	0.3%	
Premier High School (LRSD)	1	0	107	4	0	18	130
	0.8%	0.0%	1-%	3.1%	0.0%	13.8%	
SIATech Little Rock (LRSD)	2	2	129	1	0	18	152
	1.3%	1.3%	84.9%	0.7%	0.0%	11.8%	
CHARTER TOTAL	71	272	2,523	527	37	2,019	5,449
	1.3%	5.0%	46.3%	9.7%	0.7%	37.1%	
COUNTYWIDE	918	1,247	30,194	5,326	212	16,070	53,967

TOTAL	1.7%	2.3%	55.9%	9.9%	0.4%	29.8%	
School Districts Outside Pulaski County							
Bryant School District	108	153	1,210	856	27	6,663	9,017
	0.8%	1.6%	11.6%	7.6%	0.5%	77.8%	
Benton School District	117	48	399	359	17	4,060	5,000
	2.7%	0.8%	7.4%	6.6%	0.4%	82.1%	

Source: ADE Data Center, Oct. 1, 2014 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Benton or Bryant School Districts. The ADE is aware of the existence of a desegregation order applicable to the Pulaski County Special, Little Rock, and North Little Rock school districts.

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the

Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because Friendship Aspire Academy would draw students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting an open-enrollment charter for Friendship Aspire Academy will negatively affect PCSSD's efforts to achieve full unitary status.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school's existence.

- Data Nights
- Parent Volunteer Program
- Annual Parent Surveys

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

Applicant Response:

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

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

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

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

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

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

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



Name of Proposed Charter School:

Friendship Aspire Academy

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Friendship Aspire Academy

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

Name of Sponsoring Entity: Friendship Education Foundation

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

Friendship at Calverton (Baltimore, Maryland)

Friendship at Cherry Hill (Baltimore, Maryland)

Friendship Capitol High (Baton Rouge, Louisiana)

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

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

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

Name of Contact Person: Kimberly Williams

Address: 610 Florida Street Suite 110 City: Baton Rouge

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

Email: kwilliams@friendshipusa.org

Charter Site

Address: 7723 Colonel Glenn City: Little Rock

ZIP: 72204 Date of Proposed Opening: August 2016

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (_____) _____

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

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

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

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

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

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

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

Name: _____ Position: _____ State of Residence: _____

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

23,363 (Total District Enrollment)

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

<u>Litrle Rock School District</u>	<u>Pulaski County Special School District</u>	<u>North Little Rock School District</u>
<u>Benton County</u>	<u>Bryant County</u>	

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

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

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

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

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

Applicant Response:

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

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

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

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

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

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

Additional supporting documentation is also included in Attachment B.

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

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

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

Applicant Response:

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

Board Composition

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

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

Responsibilities of the Board of Directors

Governance: The board is responsible for:

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

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

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

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

Oversight

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

Meetings of Board of Directors

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

Friendship Education Foundation (FEF)

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

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

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

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

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

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

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

Role of Administration

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

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

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

Parental Involvement

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

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

Applicant Response:

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

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

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

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

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

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

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

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

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

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

Applicant Response:

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

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

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

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

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

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

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

Applicant Response:

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

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

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

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

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

Applicant Response:

Smaller Learning Communities (House/ Career Academies)

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

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

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

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

Curriculum and Education Program

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

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

Friendship Honors and Supports the Whole Child

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

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

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

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

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

Applicant Response:

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

elementary school.

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

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

Applicant Response:

Please see schedule included in Attachment D.

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

Applicant Response:

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

expected.

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

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

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

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

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

Curriculum Map and Summary

The curriculum of Friendship Arkansas has three primary components: 1) a solid foundation of core academic subjects, 2) a world exposure program to prepare students for both extended learning and participation in the global community, and 3) college level coursework connected to career study (for high school students). Instilling students with a strong core education is considered crucial so use of research-based core curriculum materials is partnered with deep training for teachers in a standards-based curriculum implementation process.

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

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

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

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

- How do we know our students are learning?
- What do we do when students are *not* learning?
- What do we do when students *have* learned?

Research

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

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

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

Applicant Response:

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

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

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

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

A) Guidance program;

Applicant Response:

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

B) Health services;

Applicant Response:

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

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

C) Media center;

Applicant Response:

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

D) Special education;

Applicant Response:

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

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

E) Transportation;

Applicant Response:

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

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

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

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

G) English Language Learner (ELL) instruction

Applicant Response:

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

H) Gifted and Talented Program.

Applicant Response:

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

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

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

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

Applicant Response:

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

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

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

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

Applicant Response:

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

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

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

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

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

Applicant Response:

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

Enrollment Process

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

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

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

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

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

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

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

Applicant Response:

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

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

- Yes
- No

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

Applicant Response:

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

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

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

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

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

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

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

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

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

Applicant Response:

A weighted lottery is not necessary.

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

Applicant Response:

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

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

Applicant Response:

FRIENDSHIP ARKANSAS

JOB DESCRIPTION

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

POSITION TITLE: School Director

REPORTS TO: Chief Academic Officer and Board

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

MINIMUM QUALIFICATION STANDARDS

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

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

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

PHYSICAL DEMANDS: None

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

FLSA STATUS: Exempt

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

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

Perform related work as required.

POSITION TITLE: Dean

REPORTS TO: Principal

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

MINIMUM QUALIFICATION STANDARDS

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

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

CERTIFICATE AND LICENSE REQUIREMENTS: none

PHYSICAL DEMANDS: none

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

FLSA STATUS: Exempt

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



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

Additional staff positions are included in Attachment E.



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

Applicant Response:

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

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

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

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

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

assumptions consistent with past practice.

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

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

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

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

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

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

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

Applicant Response:

The budget template is included as Attachment E.

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

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

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

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

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

Applicant Response:

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

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

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

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

- Review and approve the school's Accounting Policies and Procedures Manual: The Accounting Policies and Procedures Manual will be drafted by 4th Sector based on existing charter school best practices and using input from the school leader and finance committee. The base document is over 60 pages, including over 50 detailed policies and over 25 detailed procedures. The policies cover such areas as Internal Controls, Financial Management, Assets and Liabilities, Revenue, Cost Accounting, Property Management, Procurement, Travel, and Consultants and Contractors. The procedures include General Accounting, Cash Management, Grants Management, Payroll, Internal Controls, Property and Equipment, Accounts Payable, and Management Reporting. The board will set appropriate thresholds for contract or purchase approval, check signing authority, bank account opening requirements, and asset capitalization.
- Monthly meetings between the finance committee, school leader and the 4th Sector finance team: The board treasurer and/or finance committee will meet monthly with the finance team and the school leader to review the school's financial records in detail, including the most recent variance report of actual versus budgeted revenues & expenditures and balance sheet data. The finance committee can express any concerns they have at this time and make additional report requests as needed to ensure that they are comfortable with the financial information and financial condition of the school.
- Review of monthly financial statements: The board will review the school's financial statements, including a balance sheet, income summary, detailed statements that compare actual versus budgeted expenses, statement of cash flows, and financial forecast at the monthly board meeting.
- Annual budget approval. The board will review and approve the school's annual budget each year.

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

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

Yes

No

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

Applicant Response:

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

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

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

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

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

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

Applicant Response:

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

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

Yes

No

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

Applicant Response:

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

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

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

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

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

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

Applicant Response:

None

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

Applicant Response:

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

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

2. Definitions.

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

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

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

3. Procedures.

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

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

(c) Procedures for Addressing a Conflict of Interest.

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

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

4. Violations of the Conflicts of Interest Policy.

- (a) If the Board or committee has reasonable cause to believe a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the director's response and after making further investigation as warranted by the circumstances, the Board or committee determines the director has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

6. Compensation.

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

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

- (a) Has received a copy of the conflicts of interest policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

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

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

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

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

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

Applicant Response:

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

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

Applicant Response:

Parental Involvement

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

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

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

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

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

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

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

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

- Data Nights
- Parent Volunteer Program
- Annual Parent Surveys

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

Applicant Response:

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

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

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

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

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

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

Applicant Response:

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

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

The board will evaluate the school leader as well as the management organization (and any back-office subcontractors) on an annual basis, using an established set of rubrics and evaluation instruments.

An important factor in Friendship's long term success is human capital development, including the development of a school leadership pipeline that will ensure long-term school leadership stability within Friendship Arkansas. Friendship will tap into its multi-state network of schools to attract the highest potential leaders to Friendship Aspire, and will invest significantly in the professional development of the teachers and leaders at Friendship Aspire. This training will include attendance at Friendship's leadership development programs in Washington DC as well as attendance in the Relay Graduate School of Education's school leader training programs.

Friendship Education Foundation's roots in the Friendship Public Charter School organization are deep. Its 15 year track record of delivering outstanding student achievement performance serving the lowest-income, most at-risk populations is one of stability, commitment to excellence, and long-term organizational success.

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

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Board of Directors/ School Board Elections	Ark. Code Ann. §§ 6-13-608; 6-13-611; 6-13-615; 6-13-616; 6-13-618; 6-13-619(c); 6-13-620; 6-13-621; 6-13-628; 6-13-630; 6-13-631; 6-13-633; 6-13-634 and 6-13-635	Friendship Aspire seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Friendship is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Friendship's charter. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13- 619 and the board training requirements under Ark. Code Ann. §6-13-629.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensure	<p>Ark. Code Ann. §§ 6-15-1004; 6-17-301; 6-17-302 ; 6-17-309; 6-17-401; 6-17-902; 6-17-919</p> <p>Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts</p> <p>ADE Rules Governing Educator Licensure</p>	<p>Friendship requests this set of waivers because we seek to provide a unique program. Friendship selects educators based upon grit, classroom and culture management, high expectations, commitment to data-driven instruction, and past achievement. Continuous targeted support and development is critical in closing the achievement gap.</p> <p>All of our teachers will be Highly Qualified and will need to meet specific and rigorous Friendship network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.</p> <p>Friendship builds human capital through annual training for all new principals and other leadership team members. The training addresses the fundamentals of school organization, student management, and student achievement. A year-round leadership development program supports the growth of principals in effective leadership.</p> <p>Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.</p>		

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

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Class Size and Teaching Load	Standards for Accreditation 10.02	<p>We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 450 for grades K-8. Class size at Friendship Aspire will not exceed 20 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require.</p>		
Superintendent	<p>Standards for Accreditation 15.01. Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.</p> <p>Ark. Code Ann. §§ 6-13-609 and 6-17-427</p> <p>ADE Rules Governing the Superintendent Mentoring Program</p>	<p>Friendship seeks exemption from these portions of the Education Code and the ADE Rules to allow Friendship the flexibility to utilize an Executive Director and a School Principal in fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Friendship to promote the most efficient use of human and financial resources in the school.</p> <p>Friendship seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Friendship school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.</p>		

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

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

ATTACHMENT A

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

Form 1023 Checklist

(Revised June 2006)

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

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

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

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, Power of Attorney and Declaration of Representative (if filing)
 - Form 8821, Tax Information Authorization (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial Information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A Yes ___ No

Schedule E Yes ___ No

Schedule B Yes ___ No

Schedule F Yes ___ No

Schedule C Yes ___ No

Schedule G Yes ___ No

Schedule D Yes ___ No

Schedule H Yes ___ No

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

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

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

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

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



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Form **1023**

(Rev. December 2013)
Department of the Treasury
Internal Revenue Service

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

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

OMB No. 1545-0058

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

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Service 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)
Friendship Education Foundation	
3 Mailing address (Number and street) (see instructions)	Room/Suite
120 Q Street NE	300F
4 Employer Identification Number (EIN)	
48-4655147	
5 Month the annual accounting period ends (01-12)	
06	
6 Primary contact (officer, director, trustee, or authorized representative)	b Phone: 202-281-1700
a Name: Kimberly Williams	c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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.	
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," <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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.	
9a Organization's website: www.friendshipusa.org	
9b Organization's email: (optional)	
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 1 / 28 / 2014	
12 Were you formed under the laws of a foreign country? If "Yes," state the country. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Cat. No. 17133K

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

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 \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for 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?
If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above). | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change). <input type="checkbox"/> | |
| 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change). <input checked="" type="checkbox"/> | |

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

Please
Sign
Here


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

Kimberly Williams

(Type or print name of signer)

7-16-15

(Date)

Executive Director

(Type or print title or authority of signer)

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

Form 1023 (Rev. 12-2013)

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Joe Keeney

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FedEx® Tracking**780994601990**Ship date :
Thur 7/16/2015Actual delivery :
Fri 7/17/2015 9:07 am
Friendship Education Foundation
 Kimberly Williams
 ste 110
 620 Florida St.
 Baton rouge, LA US 70801
 225 573-3492
Delivered

Signed for by: G.ROUATZN

Attn: Extracting Stop 312
 Internal Revenue Service Center
 201 W RIVERCENTER BLVD
 COVINGTON, KY US 41011
 000 000-0000
**Travel History****Date/Time****Activity****Location**

- 7/17/2015 - Friday

 9:07 am Delivered
 8:12 am On FedEx vehicle for delivery
 7:59 am At local FedEx facility
 6:58 am At destination sort facility
 4:14 am Departed FedEx location

 COVINGTON, KY
 ERLANGER, KY
 ERLANGER, KY
 ERLANGER, KY
 MEMPHIS, TN

- 7/16/2015 - Thursday

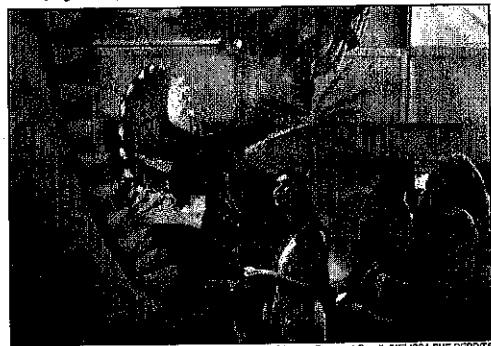
 11:24 pm Arrived at FedEx location
 8:08 pm Left FedEx origin facility
 7:09 pm Picked up
 5:59 pm Shipment information sent to FedEx
 5:49 pm Picked up
 Tended at FedEx Office

 MEMPHIS, TN
 BATON ROUGE, LA
 BATON ROUGE, LA
 BATON ROUGE, LA
Shipment Facts
Tracking number 780994601990
Weight 0.5 lbs / 0.23 kgs
Delivered To Shipping/Receiving
Total shipment weight 0.5 lbs / 0.23 kgs
Packaging FedEx Envelope

Service FedEx Priority Overnight
Delivery attempts 1
Total pieces 1
Terms Not Available
Special handling Deliver Weekday section
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Small Business Center	FedEx SameDay	FedEx Ground		
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Customer Support	Healthcare Solutions	FedEx Freight		
	Online Retail Solutions	FedEx Custom Critical		
Company Information	Packaging Services	FedEx Trade Networks		
About FedEx	Ancillary Clearance Services	FedEx SupplyChain		
Careers		FedEx TechConnect		
Investor Relations	Other Resources			
	FedEx Compatible			
	Developer Resource Center			
	FedEx Ship Manager Software			
	FedEx Mobile			

ATTACHMENT B

Gee, tyranny, what big teeth you have

Arkansas Governor's School students (left to right) Maya Unger, Mariana Villalobos and Abigail Pichardini react to a tyrannosaurus rex entrainment in the Dinosaurs Around the World exhibit at the Clinton Presidential Center in Little Rock on Thursday. The center offers free admission today and Saturday from 9 a.m. to 5 p.m.

Independence Day closings

The following state, federal and local government offices' schedules may be affected by the Independence Day holiday on Saturday.

GARBAGE COLLECTION

Cammack Village: Regular schedule.

Jacksonville: Regular schedule.

Little Rock: Regular schedule.

Little Rock Recycling (Waste Management): Regular schedule.

Maumelle: Today's routes will run Monday.

North Little Rock: Regular schedule.

Sherwood: Today's routes will run Monday.

Wrightsville: Regular schedule.

Unincorporated areas of Pulaski County:

North of the river: Regular schedule.

South of the river: Regular schedule.

GOVERNMENT OFFICES

Cammack Village: Offices closed today.

Jacksonville: Offices closed today.

Little Rock Wastewater: Offices closed today.

Little Rock: Offices closed today.

Maumelle: Offices closed today.

North Little Rock: Offices closed today.

Sherwood: Offices closed today.

Wrightsville: Offices closed today.

Pulaski County: Offices closed today.

Pulaski County Courthouse: Off-

AG office sets 6 'mobile' sites for early July

ARKANSAS DEMOCRAT-GAZETTE

The Arkansas attorney general's office has scheduled six "mobile office" sites for the first half of July.

The mobile offices are designed to help Arkansans with consumer-related issues and filing consumer complaints against scam artists, according to a news release from the attorney general's office. Also, staff members at the mobile offices will be available to answer people's questions and explain other services.

Attorney General Leslie Rutledge, who took office in January, created the mobile-office initiative to make some of her office's services more accessible to people who live outside Little Rock.

The hours, dates and locations of the mobile offices are:

■ Hampton: 9:30-11:30 a.m., Tuesday, Hampton City Hall, Council Room, 121 N. Second St.

■ Fordyce: 1:30-3:30 p.m., Tuesday, Fordyce City Hall, Council Room, 101 S. Main St.

■ Helena-West Helena: 10 a.m.-noon Thursday, Helena-West Helena City Hall, Lobby, 226 Perry St.

■ Brinkley: 2-4 p.m. Thursday, Mid-Delta Senior Citizen Center, Lobby, 703 W. Sixth St.

■ Fayetteville: 10 a.m.-noon July 15, Fayetteville Senior Activity and Wellness Center, Lobby, 945 S. College Ave.

■ Van Buren: 2-4 p.m. July 15,

Van Buren Municipal Complex, Council Room, 1003

Broadway.

For more information about

local government offices

closed today,

Federal offices closed today,

State Capitol: Open Saturday from 10 a.m. to 5 p.m.

POST OFFICE

Offices will be closed Saturday. Collection boxes will not be checked.

LIBRARIES

Central Arkansas Library System: Closed today through Sunday.

North Little Rock Leman Library: Closed today and Saturday.

Clinton Presidential Center: Today and Saturday are free admissions.

SCHOOLS

Little Rock: Offices closed today.

North Little Rock: Offices closed today.

Pulaski County Special: Offices closed today.

CENTRAL ARKANSAS TRANSIT AUTHORITY

Offices will be closed today and Saturday. Buses and River Rail streetcars will not run Saturday.

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NOTICE OF PUBLIC HEARINGS

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

Blended Aspire Academy will serve students in grades K-8

and will offer a college preparatory program designed to

provide a strong foundation in the arts and sciences

while encouraging critical thinking, creative expression,

communication in oral and written communication and

quantitative operations, and stimulates intellectual curiosity.

Please attend to learn more!

Where: Dee Brown Library

When: Friday, July 24, 2015

6:30-7:30 p.m.

6pm-7pm

Boxer charged with battery in beating at rehab program

JOHN LYNCH

ARKANSAS DEMOCRAT-GAZETTE

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

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

The former Olympian was arrested in the new case at his last court appearance in May, about two weeks after 38-year-old Jason Isaac Condon was injured. Taylor has been jailed on a court order ever since.

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

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

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

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

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

Taylor suffered a concussion in an October 2009 bout and spent about two years recovering. Taylor regained his middleweight title in the fall after his second fight since returning to the ring. He has won all four of his fights since regaining the championship again in January when an injury prevented him from defending it.

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

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

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

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

The day after the encounter, Condon said he had greeted Taylor and held up his hand to "high-five" the boxer, but Taylor swatted it away and the way, then pushed him in the neck, the affidavit states.

Condon and Taylor had been cabin mates at the program Oasis Renewal Center addiction treatment facility on Cooper Orbit Road in Little Rock. Condon is awaiting trial on a methamphetamine possession charge.

Taylor also is due in family court July 21 to resolve his wife's divorce complaint and end their 12-year marriage.

The couple have four children together, and Erica Taylor, 36, has petitioned Judge Morgan "Chip" Welch for permission to sell the couple's 35-acre estate, saying they need the money to pay off debts and legal expenses.

In June, the Arkansas Federal Credit Union sued the couple, saying they owed \$1,322 on a \$46,712 2012 KeySpan Raptor RV trailer they had purchased in April 2013. The bank had repossessed it for nonpayment in January and sold it for \$18,500.

AG initiative targets metal theft

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

SPENCER WILLIAMS
ARKANSAS DEMOCRAT-GAZETTE

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

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

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

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

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

Rutledge said that as of 2012, Arkansas ranked fifth in the country in the number of insurance claims filed as a result of scrap theft.

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

The damage is costly. A theft that nets \$50 for criminals can result in more than \$1,000 in damages.

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

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

Veach estimated that farmers across the state lose millions due to property damage every year.

Ronald Deedman, an official with AT&T in Arkansas, said that so far this year, thieves have targeted his company's cables and other equipment 65 times, resulting in about \$655,000 in damages.

Last year, Deedman said, there were about 130 metal theft cases that resulted in about \$1.5 million in damages.

"They are definitely targeting us on our network," Deedman said. "If you're left isolated because [of] what these thieves have done, then it is surely an attack on your business or on you."

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

In 2013, lawmakers passed

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NOTICE OF PUBLIC HEARINGS

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

Friendship Aspire Academy will serve students in grades K-8 and will offer a college preparatory program designed to provide a strong foundation in the arts and sciences, develop critical and creative thinking, encourage personal growth in character and citizenship, communication and quantitative operations, and stimulate intellectual curiosity.

Please attend to learn more!

Where: Dee Brown Library
6325 Baseline Rd., Little Rock
When: Friday, July 24, 2015
6pm - 7pm

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Daily record

Meeting announcements published in the Arkansas section of the newspaper website can be found at www.arkansasonline.com/2004/meeting/.

An electronic form is available on the website to submit support group meeting announcements or changes. To use the form, go to www.arkansasonline.com/2004/meeting/ and selecting "supportingroupform" and submitting the appropriate information.

Births

The following is a list of those births reported to the Arkansas Democrat-Gazette as area hospitals. It may not be complete at since parent may ask that hospital not publicly release the names of a birth.

HOSPITAL MEDICAL CENTER, NORTH LITTLE ROCK

James 22
Jason Snyder and Rebekah Hildahl, Conway, daughter.
Cory and Cheila-Lee Mason, Cabot, daughter.

Jesse 29
Jacob and Jennifer Stewart, Sheridan, daughter.

Juli 1
William and Destiny Wilson, North Little Rock, daughter.

July 2

Dominique Ruby and Kristen Burritt, North Little Rock, son.
Mitchell and Ember Fenton, Little Rock, son.

Vince 26
Vince Grover and Shantay Tate, Pine Bluff, son.
Nehki Saleh and Zahab Ahmed, North Little Rock, daughter.

Rebecca 26
Rebecca Rutherford, Sherwood, son.

Curtis 26
Curtis and Jessica Sutton, North Little Rock, son.
Tracy and Whitney Dickerson, Cabot, daughter.

Juli 3

Chance and Katherine Owen, North Little Rock, son.

Jeff 4

Cory Condon and Helana Nash, North Little Rock, son.

Geanne 5

Geanne Munoz and Jessica Paralez, Ward, son.

Justin 5

Justin and Megan Trille, Hensley, son.

Marriage Licenses

Henry Aldus Jr. 38
Henry Aldus Jr., 38, of College Station and Denise Cox, 33, of Little Rock, were married Saturday, July 4, at St. Paul's Episcopal Church, Little Rock.

Johnathan Barry 27
Johnathan Barry, 27, of Conway and Brook Bailey, 27, of Sherwood.

John 27
John and Flor Perez, 24, both of Sherwood.

Aldarius Clayton 26
Aldarius Clayton, 26, and Brianna Marie, 26, both of Little Rock.

Markie De Mathias 30
Markie De Mathias, 30, and Aubrey Gheesler, 32, both of Little Rock.

Jeffrey Givens 30
Jeffrey Givens, 30, and Selina Provenza, 30, both of Jacksonville.

Thiago Goncalves 30
Thiago Goncalves, 30, and Sarah May, 32, both of Little Rock.

Michael Himes 30
Michael Himes, 30, of El Dorado and Sammima Nelson, 27, of Little Rock.

Matthew Himes 27
Matthew Himes, 27, and Morgan Newton, 25, both of Little Rock.

Clay Ramsey 27
Clay Ramsey, 27, and Morgan Newton, 25, both of Little Rock.

David and Lindsey Wright 27

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14-1461, Greg McClain v. Sandra Langley, 14, born of Sherwood.
15-1522, Melissa Gregson v. William Gregson.
16-64, Rosella Oseguera v. Joel Roden.
16-1209, Stephanie Bryant v. Cameron Bryant.
16-1371, Tarisha Crawford v. Moses Williams.
15-1816, Kifany Davis v. Kenneth Davis.
15-2366, Eronia Hudson v. George Hudson.

Divorces

FILE

15-2842, Ruby Alexander v. Dennis Langley, 15, born of Sherwood.
15-2843, Michael Staton v. Carrie Staton.
15-2844, Laurn Brown v. Terri Brown.
15-2845, Wayne Good v. Terri Good.
15-2846, Timothy May v. Don Davis.
15-2847, David Smith v. Bradley Smith.
16-2854, Leil Dongen v. Hal Tran.
16-2857, Vada Williams v. Oaker Williams.

Holland Bottom Farms

A "Real" Farmers Market

Tomatoes picked red-ripe,

Cherokee Purple

(the ugly heirloom),

Cantaloupe, Zucchini,

New Potatoes, Cucumber,

Watermelon, Blueberries,

Sweet Corn, Peaches,

Vidalia Type Sweet Onion,

Crooked Neck Squash,

Oko, Purple Hull Peas,

Blackberries & Jalapenos

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Hi Tech III Charter School
will open a public charter school in
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July 21, 2015 @ 6 pm

All are welcome to attend and
learn more about Hi Tech III and
the opportunities to be offered to
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NOTICE OF PUBLIC HEARINGS

Friendship Lead Academy announces a public hearing on the opening of a new open-enrollment charter school to be located in Little Rock, Arkansas. Friendship Lead Academy will serve students in grades K-8 and will offer a college preparatory program designed to provide a strong foundation in the arts and sciences, develop critical and creative thinking, encourage personal growth in character and citizenship, and stimulate intellectual curiosity.

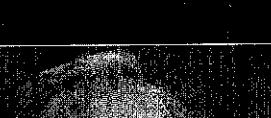
Please attend to learn more!

Where: Dee Brown Library

6325 Baseline Rd., Little Rock

When: Friday, July 24, 2015

7pm - 8pm



in memory of
BUDDY SUTTON

William H. "Buddy" Sutton will long be remembered as an outstanding leader in his church, community, profession, and state.

We will always value his wisdom, commitment and contribution as a member of our Little Rock Regional Board. He will be deeply missed.

May his dedicated service forever be an inspiration to us all.

William H. "Buddy" Sutton
1931 - 2015





Arkansas Democrat-Gazette/RICK McFARLAND

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

NLRSD

• Continued from Page 1B

The district is in the midst of what started as a \$265 million dollar capital improvement program and is returning with another \$21 million to 13 schools. Twelve of the schools have been or extensively renovated.

The North Little Rock public school system does not typically require its returning students to physically register for each new school year.

This year, however, the

3rd suspect sought in July 8 LR death

ARKANSAS DEMOCRAT-GAZETTE
Little Rock police are seeking a third suspect in the slaying of a 68-year-old man found dead in his home on Wednesday.

Coleman Thornton Jr., 27, of 200 S. Valentine St. was found by police on charges of capital murder and theft of property in the death of Fred Rohrks Jr. Thornton stands 5-foot-7 and weighs 200 pounds, and police said he might be driving an older model brown Lexus or a brown Chevrolet Suburban.

Police also said Thornton is considered armed and dangerous and anyone who sees him should notify police.

This is the third suspect identified in the case. Malcolm Jamel Cooksey, 24, and Alexandria Levette Martin, 27, have been arrested.

Cooksey was arrested Wednesday and is being held at the Pulaski County jail on charges of capital murder and theft of property.

Thornton was arrested Tuesday and pleaded innocent Wednesday morning to charges of capital murder, theft by receiving and fraudulent use of a credit card. She is being held without bail at the Pulaski County jail.

It Steven McClanahan, Little Rock police spokesman, said in a release Thursday night that authorities do not expect any further arrests will be sought.

Rohrks was found beaten to death in his home at 1217 S. Jackson St. His wallet, cellphone, TV and gun were stolen, according to a police report.

Berryville man, 67, found dead in park

ARKANSAS DEMOCRAT-GAZETTE
Special agents with the Arkansas State Police were investigating the death of a man found in Hobbs State Park on Thursday.

Someone running the trail inside the park found the body of Kenneth McCoy, 67, of Berryville, according to a news release from the Arkansas State Police. The man's body was in a wooded area of the park. No foul play is suspected in McCoy's death, according to the release.

McCoy's body will be sent to the state Crime Laboratory in Little Rock to determine what caused his death, according to the release.

Arkansas Democrat-Gazette

News

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Mall Arkansas Democrat-Gazette
P.O. Box 2221
Little Rock, Ark. 72203

Fax (501) 372-4765

district is moving student information from the Arkansas Public School Computer Network to the Arkansas Public Schools system. North Little Rock District Superintendent Beth Stewart said. As part of that transition, district officials are trying to obtain up-to-date, correct information on all students, Stewart said.

District officials said more information about registration will be made available to district parents in the next few days through the news media, recorded "robo-calls" to homes and on the district's website and Facebook page.

Police beat

SCOTT CARROLL
AND EMILY NITCHER
ARKANSAS DEMOCRAT-GAZETTE

Gunner chases family into home

Police were seeking an armed robber who chased a man and two children into their Little Rock home Wednesday.

Iasius Trujillo, 36, said he was outside his home at 5616 Baseline Road when a man pulled up in a white Cadillac Escalade just before midnight, according to a police report. The man walked toward Trujillo and two boys, ages 14 and 15, and demanded money. Trujillo said he and the boys ran inside and blocked the door.

The robber ran after the three and damaged the door trying to get inside, but eventually fled empty-handed, according to the report. The men walked toward Trujillo and two boys, ages 14 and 15, and demanded money. Trujillo said he and the boys ran inside and blocked the door.

The robber ran after the three and damaged the door trying to get inside, but eventually fled empty-handed, according to the report.

No injuries were reported. Police searched the area but made no arrests.

Employee arrested in theft of laptops

A part-time employee at Metropolitan Career-Tech Center is accused of taking four laptop computers, according to a report from Little Rock police.

Robert Callicott, 39, was arrested Wednesday on a theft of property charge after a school official told police that Callicott took 10 Apple MacBook laptop computers from Little Rock police.

Two armed men robbed Gus's Fried Chicken on Wednesday night, taking cash and cellphones from employees and money from the safe, police said.

The men jumped a privacy fence about 10 p.m. and approached a female employee sitting on the patio of the restaurant at 400 N. Bowman Road. They pointed black handguns at the woman and one of the men told her to "Give me all your money,"

Getting It straight

The Democrat-Gazette wants its news reports to be fair and accurate.

We correct all errors of fact.

If you know of an error, write:

Editorial
Copy Editor
P.O. Box 2221

Little Rock, Ark. 72203
or call 378-3475 during business hours Monday through Friday.

The Arkansas State University System serves 23,000 students in Arkansas.

A story in Thursday's paper about a task force on higher education misstated the number.

Today's radar speed checks

Little Rock and North Little Rock police and the Pulaski County sheriff's office will use radar to detect speeding at these locations. Police and sheriff's deputies may conduct radar checks in other locations as well.

Little Rock: Evergreen Dr.
North Little Rock: McCain Blvd.
Pulaski County: Kants Rd.

Parents seeking to register their children must provide a copy of their address by showing a current utility bill or a lease or mortgage agreement. The parents also must provide a working telephone number, and they will be asked for an email address, although that is not required.

Parents of students new to the district must also show a birth certificate for their child, the child's immunization record, Social Security numbers and information from the child's previous school.

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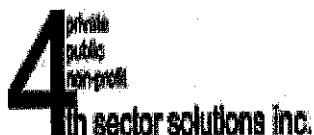
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Petition of Support
Friendship Aspire Academy
July 24, 2015

PLEASE PRINT

PLEASE PRINT



Lauren Williams <lwilliams@4thsolutions.com>

Fwd: Notice of Public Hearing - Friendship Aspire Academy

4 messages

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

Tue, Jul 28, 2015 at 3:21 PM

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

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

Superintendent Kurrus

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

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

Friendship Aspire Academy.pdf
55K

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

Tue, Jul 28, 2015 at 3:23 PM

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

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

Superintendent Guess

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

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

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

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

Tue, Jul 28, 2015 at 3:24 PM

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

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

Superintendent Rodgers

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

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Sincerely
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Executive Director
Friendship Education Foundation

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55K

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

Tue, Jul 28, 2015 at 3:24 PM

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

Superintendent Kimbrell

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

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

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55K



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

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Superintendent Kimbrell

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To: jguess@pcssd.org

Superintendent Guess

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55K

ATTACHMENT D

Friendship Louisiana

Proposed School Calendar

2016-17

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

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

Appendix – School Schedule and Calendar

Min	Time	CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	ELA /WRI	MATH	ELA /WRI	S
		KA	KB	KC	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6
30	8:00-8:30	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	H
60	8:30-9:30	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	5A (ELA)	5B (MATH)	6A (ELA)	S
60	9:30-10:30	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	PD/ Planning (60 minutes)			
15	10:30-10:45												5A (ELA)	5B (MATH)	6A (ELA)	S
15	10:45-11:00												PD/ Planning (60 minutes)			
15	11:00-11:15	RECESS			RECESS											
15	11:15-11:30												5B	5A (MATH)	5B (ELA)	S
15	11:30 -11:45	WRI/SOC	WRI/SOC	WRI/SOC	PD/ Planning (60 minutes)				RECESS							
15	11:45-12:00															
15	12:00- 12:15															
15	12:15-12:30	SCI	SCI	SCI	PD/ Planning (6 minutes)				RECESS							
15	12:30 -12:45				WRI/SOC	WRI/SOC	WRI/SOC	WRI/SOC	WRI/SOC	WRI/SOC	WRI/SOC	WRI/SOC	5B (WRI)	5A (MATH)	6B (WRI)	S
15	12:45-1:00															
15	1:00-1:15												5A (WRI)	5B (MATH)	6A (WRI)	S
60	1:00-2:00	PD/ Planning (6 minutes)			SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	5A (WRI)	5B (MATH)	6A (WRI)	S
60	2:00-3:00															
10	3:00 -3:15	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	D

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



ATTACHMENT E

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

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

Regular Classroom Instruction:

		2016-2017		2017-2018	
		No. FTEs		No. FTEs	
10	Teachers	8	40,000	14	40,700
11	Aides	1	30,000	2	30,525
12	Subtotal:		350,000		630,850
13	Teacher Fringe Benefits rate used	23%	74,080		131,909
14	Aide Fringe Benefits rate used	23%	6,945		14,133
15	Total Regular Classroom Instruction:		431,025		776,892

Special Education:

		2016-2017		2017-2018	
		No. FTEs		No. FTEs	
16	Teachers	1	45,000	1	40,700
17	Aides		45,000		40,700
18	Subtotal:		90,000		81,400
19	Teacher Fringe Benefits rate used	23%	10,418		9,422
20	Aide Fringe Benefits rate used	23%	0		0
21	Total Special Education:		55,418		50,122

Gifted and Talented Program:

		2016-2017		2017-2018	
		No. FTEs		No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:		0		0
25	Teacher Fringe Benefits rate used	23%	0		0
26	Aide Fringe Benefits rate used	23%	0		0
27	Total Gifted and Talented Program:		0		0

Alternative Education Program/Alternative Learning Environments:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:		0		0
31 Teacher Fringe Benefits rate used	23%	0		0
32 Aide Fringe Benefits rate used	23%	0		0
Total Alternative Education Program/Alternative Learning Environments:		0		0

English Language Learner Program:

	2016-2017 No. FTEs	2017-2018 No. FTEs
34		
35		
36		
37		
38		
39 Subtotal:	0	0
40 Fringe Benefits rate used	23%	0
Total English Language Learner Program:	0	0

Guidance Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
42	0.5	45,000
43		1
44		45,788
45		
46		
47 Subtotal:	22,500	45,788
48 Fringe Benefits rate used	23%	5,209
Total Guidance Services:	27,709	56,387

Health Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
50 Contracted		
51		
52		
53		
54		
55 Subtotal:	0	0
56 Fringe Benefits rate used	23%	0
Total Health Services:	0	0

Media Services:		2016-2017	2016-2017 Salary	2017-2018	2016-2017 Salary
		No. FTEs		No. FTEs	
58	<u>Contracted</u>				
59					
60					
61					
62					
63	<u>Subtotal:</u>		0		0
64	Fringe Benefits rate used	23%	0	0	0
65	Total Media Services:		0		0
Fiscal Services:		2016-2017		2017-2018	
		No. FTEs		No. FTEs	
66	<u>Contracted</u>				
67					
68					
69					
70					
71	<u>Subtotal:</u>		0		0
72	Fringe Benefits rate used	23%	0	0	0
73	Total Fiscal Services:		0		0
Maintenance and Operation:		2016-2017		2017-2018	
		No. FTEs		No. FTEs	
74	<u>Contracted</u>				
75					
76					
77					
78					
79	<u>Subtotal:</u>		0		0
80	Fringe Benefits rate used	23%	0	0	0
81	Total Maintenance and Operation:		0		0
Pupil Transportation:		2016-2017		2017-2018	
		No. FTEs		No. FTEs	
82	<u>Contracted</u>				
83					
84					
85					
86					
87	<u>Subtotal:</u>		0		0
88	Fringe Benefits rate used	23%	0	0	0
89	Total Pupil Transportation:		0		0

Food Services:		2016-2017	2016-2017 Salary	2017-2018	2017-2018 Salary
	List Positions	No. FTEs		No. FTEs	
90	Contracted				
91					
92					
93					
94					
95	Subtotal:		0		0
96	Fringe Benefits rate used	23%	0	0	0
97	Total FoodServices:		0		0
Data Processing:		2016-2017	2017-2018		
	List Positions	No. FTEs		No. FTEs	
98	School Operations Manager	0.25	50,000	0.25	50,875
99					
100					
101					
102					
103	Subtotal:		12,500		12,719
104	Fringe Benefits rate used	23%	2,894	2,944	
105	Total Data Processing:		15,394		15,663
Substitute Personnel:		2016-2017	2017-2018		
		Number of Days		No. FTEs	
106	Number of Certified Substitutes				
107	Number of Classified Substitutes	80	85	136	85
108	Subtotal:		6,800		11,560
109	Teacher Fringe Benefits rate used	10%	0		0
110	Alde Fringe Benefits rate used	10%	656		1,116
111	Total Substitute Personnel		7,456		12,676
112	TOTAL EXPENDITURES FOR SALARIES:		792,537		1,305,824

Public Charter School Application
Estimated Budget Template
REVENUES

State Public Charter School Aid:			
Line#	2016-2017		2017-2018 Amount:
1	No. of Students	200 x \$6,646	State Foundation Funding 1,329,200
2	No. of Students	200 x \$26	Professional Development 5,200
3	No. of Students	180 x 1562	eligible rate* NSL Funding 281,160
4	No. of Students	x	Other: Explain Below 0
5			
6	No. of Students	300 x \$6,646	State Foundation Funding 1,993,800
7	No. of Students	300 x \$26	Professional Development 7,800
8	No. of Students	271 x 1562	eligible rate* NSL Funding 423,146
9	No. of Students	x	Other: Explain Below 0
10			
11	Total State Charter School Aid:		1,615,560 2,424,746
Other Sources of Revenues: (MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)			
12		Private Donations or Gifts	
13	Federal Food Reimbursement	Federal Grants (List the amount)	114,365 174,550
14		Special Grants (List the amount)	
		Other (Specifically Describe)	
15			
16	Total Other Sources of Revenues:		114,365 174,550
17	TOTAL REVENUES:		1,729,925 2,599,296

Public Charter School Application
Estimated Budget Template
EXPENDITURES

<u>Line#</u>	<u>Administration:</u>	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	255,536	394,085
	Purchased Services - List Vendors Below		
19	V-AD 1 Friendship Education Foundation	96,934	145,400
20	V-AD2 Human Resource Services	16,156	24,233
21	V-AD3 Operations Services	16,156	24,233
22	V-AD4		
23	V-AD5		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26	Office Furniture	2,000	2,000
27	FEF provides most of staff development	5,000	5,000
28	through Fee		
29	Travel	3,000	3,000
30	Staff Computers & Office Furniture	16,500	12,500
31	Total Administration:	411,281	610,452

	Regular Classroom Instruction:		
32	Salaries and Benefits	431,025	776,892
33	Purchased Services - List Vendors Below		
V-CI 1	Software and Assessments	20,000	30,525
V-CI 2			
V-CI 3			
V-CI 4			
V-CI 5			
38	Supplies and Materials	48,000	73,260
39	Equipment		
40	Other (List Below)		
Classroom Furniture	20,000	10,000	
Classroom Computers & Technology	49,200	24,000	
Computers for Teachers			
45	Total Regular Classroom Instruction:	568,225	914,677
	Special Education:		
46	Salaries and Benefits	55,418	50,122
47	Purchased Services - List Vendors Below		
V-SE 1	Contracted Services	15,000	22,500
V-SE 2			
V-SE 3			
V-SE 4			
V-SE 5			
52	Supplies and Materials	6,500	9,921
53	Equipment		
54	Other (List Below)		
59	Total Special Education:	76,918	82,543
	Gifted and Talented Program:		
60	Salaries and Benefits	0	0
61	Purchased Services - List Vendors Below		
V-GT 1			
V-GT 2			
V-GT 3			
V-GT 4			
V-GT 5			
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
73	Total Gifted and Talented Program:	0	0

Alternative Education Program/Alternative Learning Environments:

74	Salaries and Benefits	0	0
	Purchased Services - List Vendors Below		
75	V-ALE 1		
76	V-ALE 2		
77	V-ALE 3		
78	V-ALE 4		
79	V-ALE 5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
85			
86			
87			
	Total Alternative Education Program/Alternative Learning Environments:	0	0

English Language Learner Program:

88	Salaries and Benefits	0	0
	Purchased Services - List Vendors Below		
89	V-ELL 1		
90	V-ELL 2		
91	V-ELL 3		
92	V-ELL 4		
93	V-ELL 5		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	Total English Language Learner Program:	0	0

Guidance Services:

102	Salaries and Benefits	27,709	56,387
	Purchased Services - List Vendors Below		
103	V-GS 1		
104	V-GS 2		
105	V-GS 3		
106	V-GS 4		
107	V-GS 5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	Total Guidance Services:	27,709	56,387

Health Services:

116	Salaries and Benefits	0	0
Purchased Services - List Vendors Below			
117	V-HS 1 Contracted Services	13,000	19,841
118	V-HS 2		
119	V-HS 3		
120	V-HS 4		
121	V-HS 5		
122	Supplies and Materials		
123	Equipment		
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:	13,000	19,841

Media Services:

130	Salaries and Benefits	0	0
Purchased Services - List Vendors Below			
131	V-MS 1 Contracted Services IT Vendor	12,000	9,000
132	V-MS 2 Internet and Phone	24,600	25,031
133	V-MS 3		
134	V-MS 4		
135	V-MS 5		
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:	36,600	34,031

Fiscal Services:

144	Salaries and Benefits	0	0
Purchased Services - List Vendors Below			
145	V-FS 1 Accounting and Finance Services	64,622	96,934
146	V-FS 2		
147	V-FS 3		
148	V-FS 4		
149	V-FS 5		
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153			
154			
155			
156			
157	Total Fiscal Services:	64,622	96,934

Maintenance and Operation:

158	Salaries and Benefits	0	0
Purchased Services - List Vendors Below			
INCLUDE UTILITIES			
159	V-MO 1 Utilites, gas and water	21,059	21,428
160	V-MO 2 Contracted Custodial Services	24,000	36,524
161	V-MO 3 Maintenance including disposal services	15,000	23,000
162	V-MO 4 Security Monitoring	1,500	1,526
163	V-MO S		
164	Supplies and Materials		
165	Equipment		
Other (List Below)			
166			
167			
168			
169			
170			
171	Total Maintenance and Operation:	61,559	82,478

Pupil Transportation:

172	Salaries and Benefits	0	0
Purchased Services - List Vendors Below			
173	V-PT 1 Contracted Services	54,000	82,418
174	V-PT 2		
175	V-PT 3		
176	V-PT 4		
177	V-PT S		
178	Supplies and Materials		
179	Equipment		
Other (List Below)			
180			
181			
182			
183			
184			
185	Total Pupil Transportation:	54,000	82,418

Food Services:

186	Salaries and Benefits	0	0
Purchased Services - List Vendors Below			
187	V-FD 1 Meals	125,802	183,278
188	V-FD 2		
189	V-FD 3		
190	V-FD 4		
191	V-FD 5		
192	Supplies and Materials		
193	Equipment		
Other (List Below)			
194			
195			
196			
197			
198			
199	Total Food Services:	125,802	183,278

Data Processing:

200	Salaries and Benefits	15,394	15,663
	Purchased Services - List Vendors Below		
201	V-DP 1		
202	V-DP 2		
203	V-DP 3		
204	V-DP 4		
205	V-DP S		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:	15,394	15,663

Substitute Personnel:

214	Salaries and Benefits	7,456	12,676
	Purchased Services - List Vendors Below		
215	V-SB 1		
216	V-SB 2		
217	V-SB 3		
218	V-SB 4		
219	V-SB S		
220	Total Substitute Personnel:	7,456	12,676

Facilities:

221	Lease/Purchase Contract for One Full Year	147,413	149,993
	Facility Upgrades - List Upgrades Below		
222	Leasehold Improvements	25,000	25,000
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year	5,000	5,000
231	Total Facilities:	177,413	179,993

Debt Expenditures:

List Debts Below

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	0	0

Other Expenditures:

List Other Expenditures Below

235	Legal Expenses	2,500	2,862
236	Recruitment of Students and Teachers	32,900	50,214
237	Insurance Coverages	10,000	12,933
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u>1,685,379</u>	<u>2,437,377</u>

242	Net Revenue over Expenditures:	<u>44,547</u>	<u>161,919</u>
-----	---------------------------------------	---------------	----------------

Friendship Aspire Academy Personnel Summary

Personnel	FY17 Budget	FY18 Budget
Regular Education Teachers	8.00	14.00
Paras/Teacher Assistant/Enrichment	1.00	2.00
Special Education Teachers	1.00	1.00
Guidance Counselor	0.50	1.00
Interventionist/Instructional Specialist	1.00	2.00
Principal	1.00	1.00
Administrative Support/Assistant	1.00	1.00
Dean of Students	0.00	1.00
Director of Operations/Business	1.00	1.00
Technology	0.00	1.00
Total Personnel	14.50	25.00

ATTACHMENT F

**City of Little Rock**

Department of Planning and Development
728 West Markham Street
Little Rock, Arkansas 72201-1334
Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

Planning
Zoning and
Subdivision

FAX COVER SHEETDATE: 7-28-15TO: Kim Williams

COMPANY: _____

FAX NUMBER: 501 492 4305

PHONE NUMBER: _____

FROM: K. DepartmentDIVISION: PlanningFAX NUMBER: (501) 371-6863PHONE NUMBER: (501) 371-4805TOTAL NUMBER OF PAGES INCLUDING COVER SHEET: 2COMMENTS: Zoning Letter for 2727 Col Glenn Rd.



City of Little Rock

Department of Planning and Development

723 West Markham Street

Little Rock, Arkansas 72201-1334

Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

Planning
Zoning and
Subdivision

ZONING CERTIFICATION

PROPERTY ADDRESS: 7723 Colonel Glenn Rd

LEGAL DESCRIPTION: Not Given

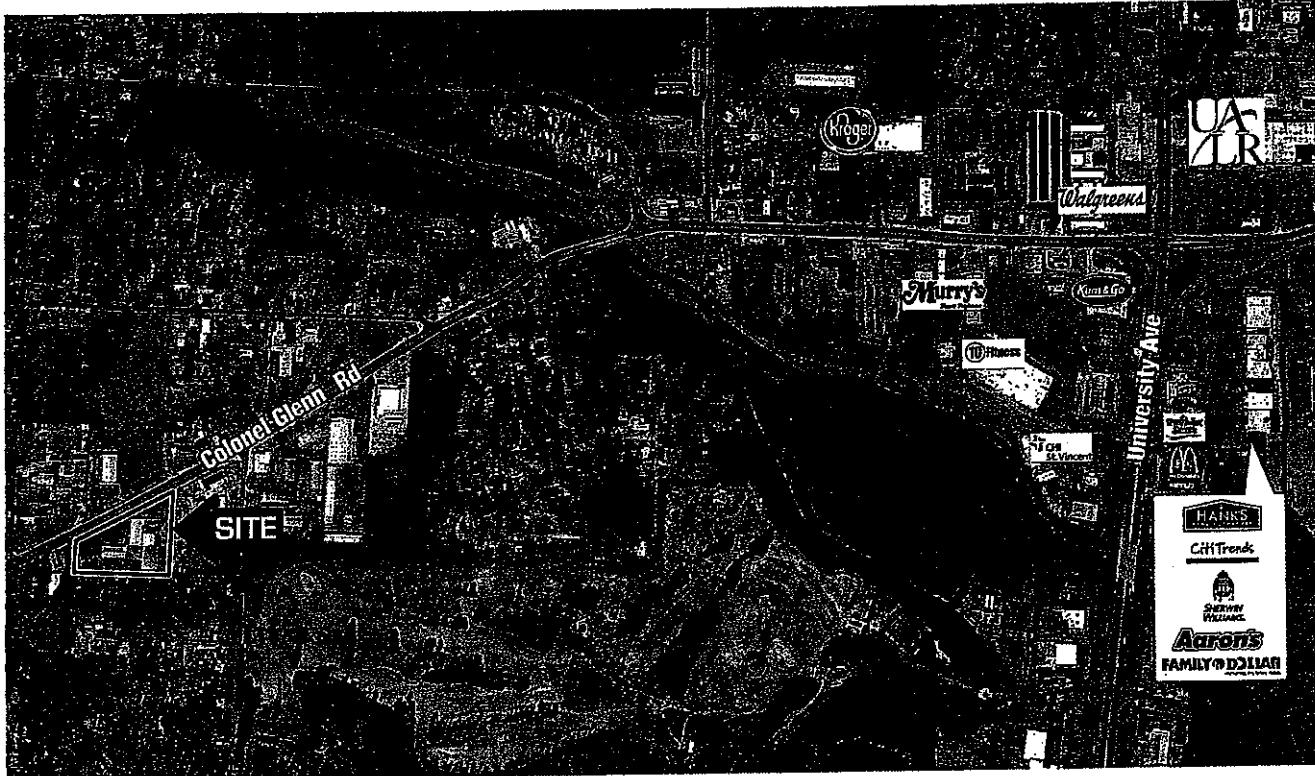
This is to certify that the Zoning Classification on the above described property
is: O2 OFFICE AND INSTITUTIONAL DISTRICT

Public School is a permitted USE.

K. Danforth
ZONING ENFORCEMENT OFFICER

7-28-15
DATE

OFFICE SPACE FOR SALE OR LEASE



7723 & 7727 Colonel Glenn Road

Little Rock, AR

AVAILABLE

Site 1 - 7,800 +/- SF

Site 2 - 21,059 +/- SF - Can be divided into 2 spaces:

Suite A - 8,800 +/- SF & Suite B - 12,260 +/-

Site 3 - 11,250 +/- SF (Currently leased)

Total SF for Sale: 40,109 +/- SF Total Acreage: 4.02 +/-

Total SF for Lease: 28,859 +/- SF

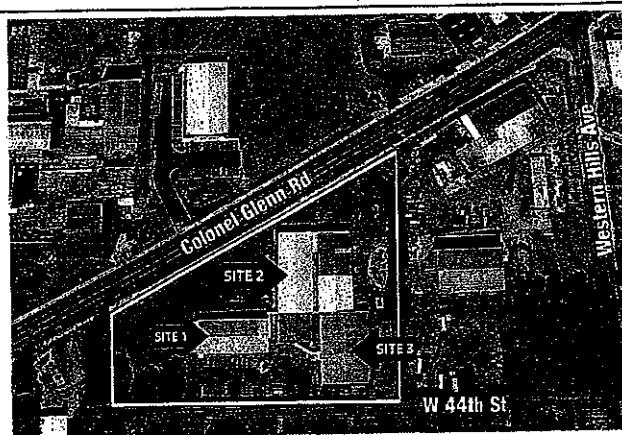
PRICE

Lease Rate: \$7.00/SF NNN or \$10.00/SF Full Service

Sale Price: Contact agent for sale info

COMMENTS

- Three large buildings. Property can be purchased in its entirety or leased separately in any combination.
- Located just east of the Colonel Glenn and John Barrow Road Intersection.
- Perfect for government institution, school, or church.
- Lots of offices, conference rooms, and ample parking.
- TI Allowance negotiable.



FOR MORE INFORMATION, CONTACT

Drew Mentzer

501.244.7509 • 501.375.3200

dmentzer@flake-kelley.com

John Flake

501.244.7501 • 501.375.3200

jflake@flake-kelley.com

425 West Capitol Ave, #300

Little Rock, AR 72201

TEL 501.375.3200

FAX 501.374.9537

flake-kelley.com

FLAKE & KELLEY

COMMERCIAL

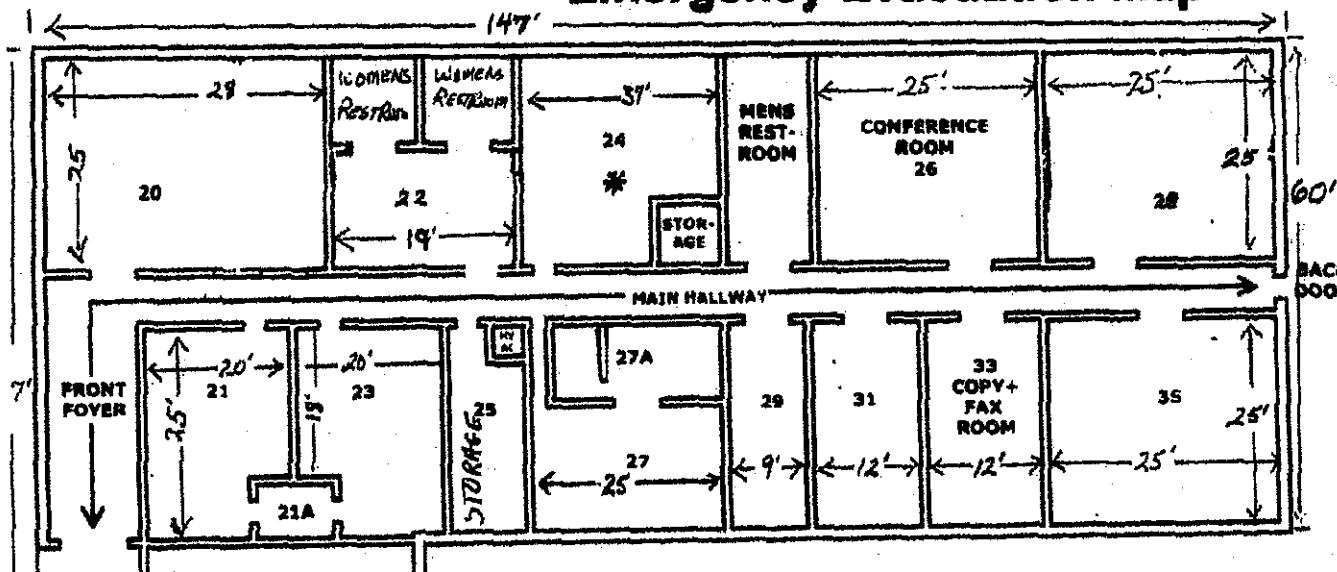
CHAINLINKS

RETAIL ADVISORS

Flake & Kelley Commercial is the agent for the owner of the property described herein. All information contained herein is secured from sources we believe to be reliable. However, no information is guaranteed in any way. Any reproduction of this material is prohibited without the consent of Flake & Kelley Commercial.

Criminal Justice Institute - U of A Emergency Evacuation Map

7723 A Colonel Glenn Road

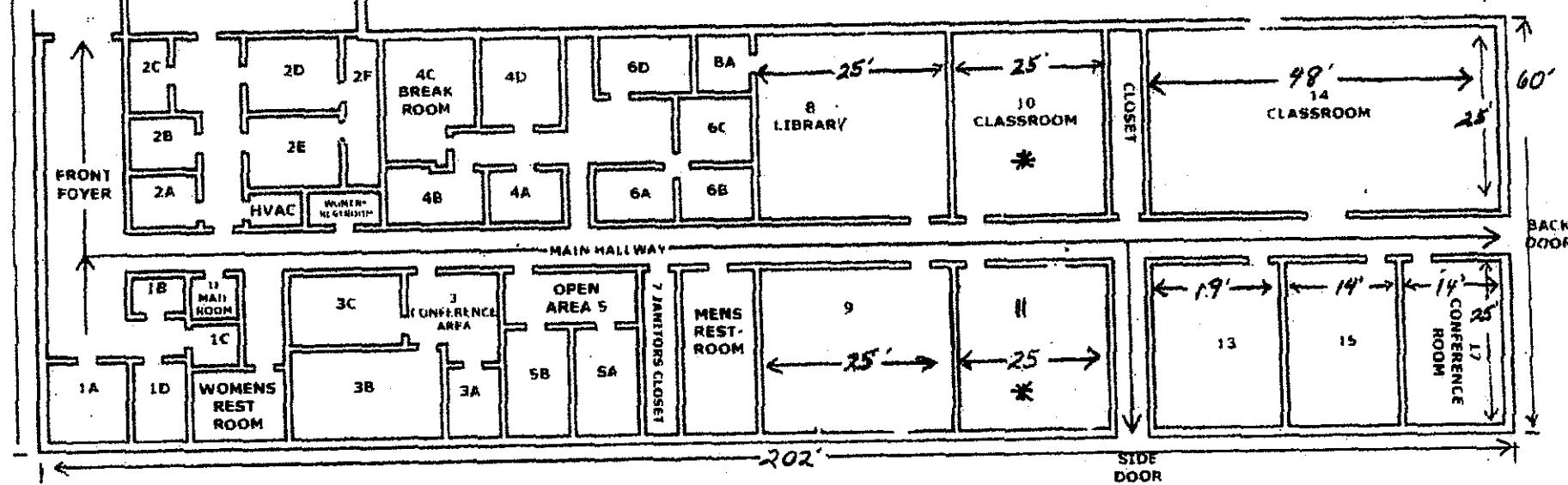


* Room 24 is much larger than it is drawn.

* Rooms 10 & 11 are a bit larger than drawn.

Rooms are rounded to the nearest whole foot.

7723 B Colonel Glenn Road

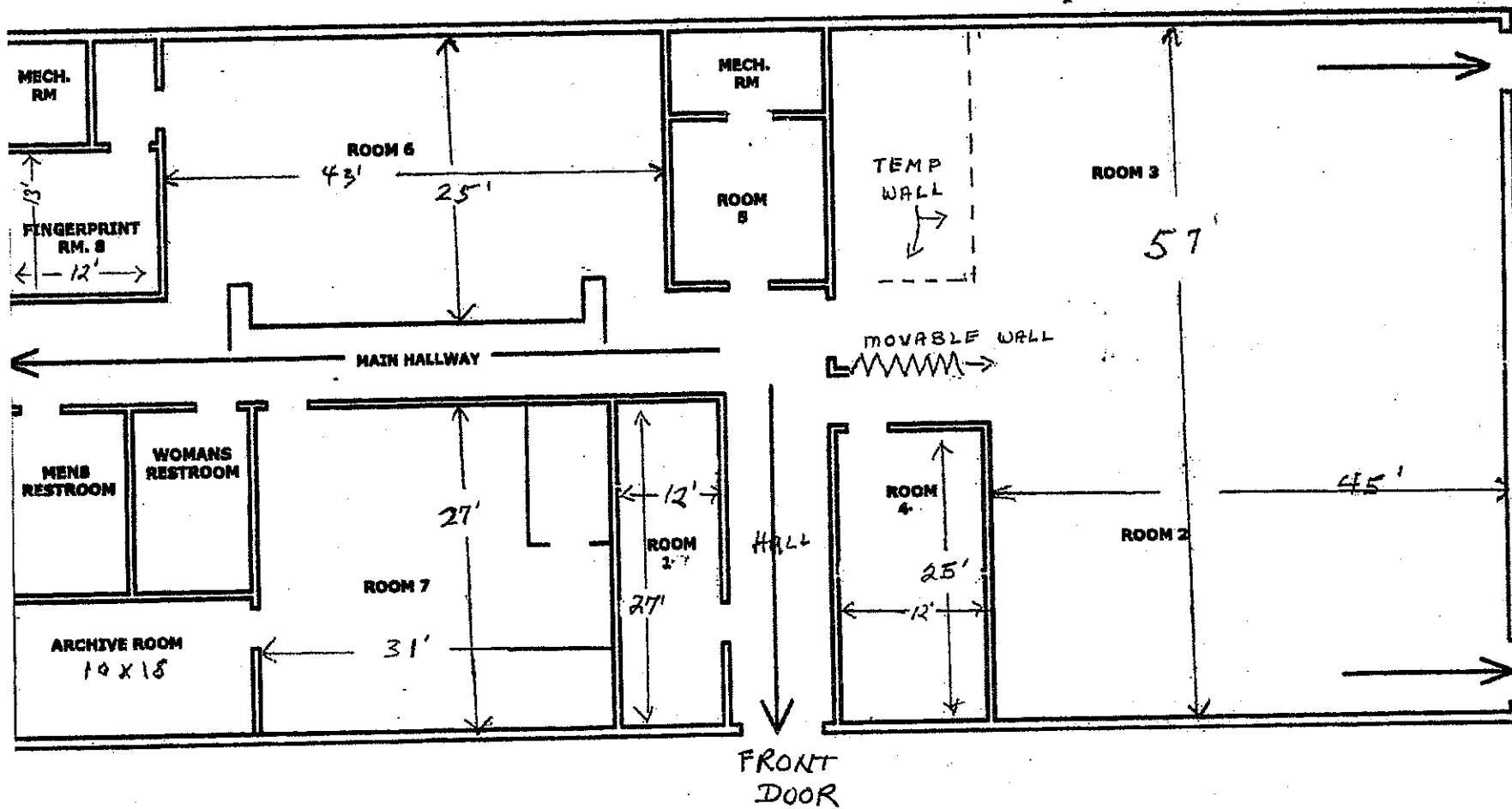


Criminal Justice Institute - U of A Emergency Evacuation Map

7727 Colonel Glenn

Room Dimensions
are Rounded to
Nearest Foot

Some Rooms are Not
Drawn to Scale



ATTACHMENT G

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

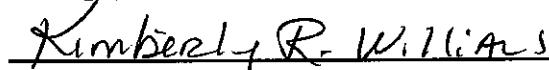
7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

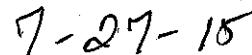


Signature of President of the Sponsoring Entity Board of Directors

Executive Director



Printed Name



Date

ATTACHMENT H

Name of Individual with Prior Charter Experience Donald Hense

Position with Proposed Charter Chairman of management organization

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Friendship Public Charter School	Founder, Chairman and CEO	Operating	120 Q St NE, Washington DC 20002 (operates 6 campuses serving ~4,000 students in preK-12)	http://www.dcpsb.org/ school-profiles-and-pmf-tiers

Name of Individual with Prior Charter Experience Patricia Brantley

Position with Proposed Charter Chief Operating Officer of management organization

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Friendship Public Charter School	Chief Operating Officer	Operating	120 Q St NE, Washington DC 20002 (operates 6 campuses serving ~4,000 students in preK-12)	http://www.dcpsb.org/ school-profiles-and-pmf-tiers

Name of Individual with Prior Charter Experience Kimberly Williams

Position with Proposed Charter Executive Director of management organization

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Advance Baton Rouge Charter Association	School Operations Manager	Voluntarily Closed	N/A	N/A
Helix Network of Charter Schools (Mentorship Academies).	Director of Finance and Operations	Operating	339 Florida St. Baton Rouge, LA 70801	http://www.louisianabelieves.com/assessment/end-of-course-tests
Friendship Louisiana (Friendship Capitol High School)	Executive Director	Operating	1000 North 23rd Ave. Baton Rouge, LA 70802	http://www.louisianabelieves.com/assessment/end-of-course-tests

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Flake & Kelly Commercial, Inc.

Lessee(Tenant): Friendship Education Foundation

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building for lease is currently unoccupied. However, the previous tenant—the University of Arkansas Criminal Justice Institute—used the building as an educational institution with classrooms and administrative offices.

Address of Premises: 7723 Colonel Glenn Rd., Little Rock, AR 72204

Square Footage: 21,509

Terms of Lease: One year lease agreement

Rental Amount: \$7/sq ft (NNN)

Contingency: The terms of this agreement are contingent upon

Friendship Education Foundation

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Friendship Education Foundation

By: _____ Date _____

Lessor: Flake & Kelly Commercial, Inc.

By: _____ Date _____

**PERFORMANCE DATA
FROM CHARTER SCHOOLS
OPERATED BY SAME
SPONSORING ENTITY**



Friendship PCS – Blow-Pierce Middle

725 19th Street NE
Washington, DC 20002

202-572-1070
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Smart COOKIES program (Challenging Our Own Kids Intellectually, Educationally, and Socially)
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000

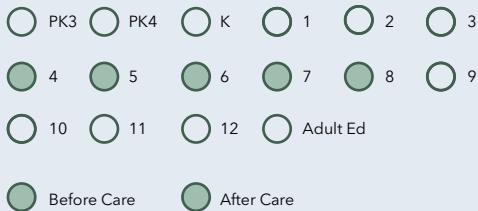
School Hours

7:45 a.m. - 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

266

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

19.9%

Transportation



Metro / Bus Service *
B2; D6; X1, X2, X3,
X8, X9

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates

Friendship PCS - Blow-Pierce Middle

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		14.0 out of 20.0	70.0%
Growth on DC CAS Mathematics over time		14.5 out of 20.0	72.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.7 out of 5.0	14.0%
Advanced Only		0.00 out of 1.25	0.0%
Elementary Grades DC CAS Mathematics Proficient and Above		0.5 out of 5.0	10.0%
Advanced Only		0.52 out of 1.25	41.6%
Middle Grades DC CAS Reading Proficient and Above		0.6 out of 5.0	12.0%
Advanced Only		0.13 out of 1.25	10.4%
Middle Grades DC CAS Mathematics Proficient and Above		1.0 out of 5.0	20.0%
Advanced Only		0.50 out of 1.25	40.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		8.5 out of 15.0	56.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		7.6 out of 10.0	76.0%
Re-enrollment		5.8 out of 10.0	58.0%

TOTAL SCORE

TIER 2

54.4 out of 100

54.4%

For a more detailed explanation of the indicators, see our technical guide.



1345 Potomac Avenue SE
Washington, DC 20003

202-547-5800
www.friendshipschools.org

Friendship PCS – Chamberlain Middle

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Morrise Harbour

First School Year

1998-99

School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
351

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
15.7%

Transportation



Metro / Bus Service *
Potomac Avenue; 32,
34, 36; V7, V8, V9

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates

Friendship PCS - Chamberlain Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time	57.0	13.5 out of 20.0	67.5%
Growth on DC CAS Mathematics over time	76.0	20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above	43.7	1.1 out of 5.0	22.0%
Advanced Only	2.2	0.10 out of 1.25	8.0%
Elementary Grades DC CAS Mathematics Proficient and Above	68.9	2.9 out of 5.0	58.0%
Advanced Only	18.5	0.92 out of 1.25	73.6%
Middle Grades DC CAS Reading Proficient and Above	55.3	1.7 out of 5.0	34.0%
Advanced Only	3.9	0.18 out of 1.25	14.4%
Middle Grades DC CAS Mathematics Proficient and Above	68.9	2.5 out of 5.0	50.0%
Advanced Only	21.8	1.09 out of 1.25	87.2%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading	17.4	0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics	92.2	13.1 out of 15.0	87.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance	94.4	10.0 out of 10.0	100.0%
Re-enrollment	90.7	10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 1

77.1 out of 100

77.1%

For a more detailed explanation of the indicators, see our technical guide.



Friendship PCS – Collegiate Academy

4095 Minnesota Avenue NE
Washington, DC 20019

202-396-5500
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- College preparatory program that prepares students for college and work in a global economy
- AP courses starting in 9th grade, allowing high school students to take college-level work
- Develop critical and creative thinking, oral and written communication, and intellectual curiosity

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Peggy Jones

First School Year

2000-01

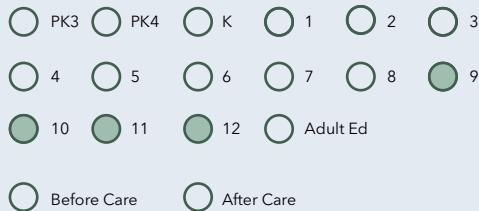
School Hours

7:45 a.m. – 3:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.9%
Hispanic / Latino	0.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
914

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
16.6%

Transportation



Metro / Bus Service *
Minnesota Avenue

*Please check www.wmata.com for updates

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Friendship PCS - Collegiate Academy

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

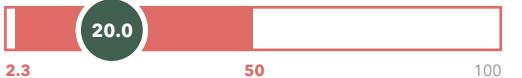
Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		4.3 out of 7.5	57.3%
Growth on DC CAS Mathematics over time		3.4 out of 7.5	45.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		3.5 out of 10	35.0%
Advanced only		0.4 out of 2.5	16.0%
High Grades DC CAS Mathematics Proficient and Above		3.4 out of 10.0	34.0%
Advanced only		0.3 out of 2.5	12.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		6.1 out of 7.5	81.3%
PSAT Performance (11th)		2.8 out of 7.5	37.3%
SAT/ACT Performance (12th)		2.9 out of 7.5	38.7%
College Acceptance Rate		7.5 out of 7.5	100.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		3.7 out of 5.0	74.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		9.6 out of 10.0	96.0%
Re-enrollment		8.1 out of 10.0	81.0%
9th Grade Credits (on track to graduate)		4.4 out of 5.0	88.0%

TOTAL SCORE

TIER 2

60.4 out of 100

60.4%

Friendship PCS - Collegiate Academy

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

97.6%

College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement

16.7%

Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

For a more detailed explanation of the indicators, see our technical guide.



Friendship PCS - Southeast Elementary Academy

645 Milwaukee Place SE
Washington, DC 20032

202-562-1980
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Tawana Carr, Ed.D.

First School Year

2005-06

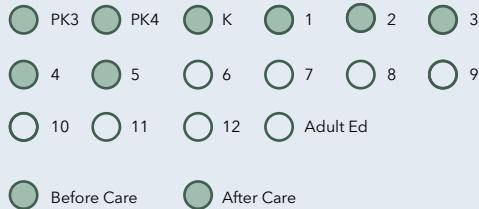
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

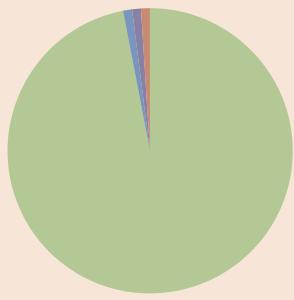
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

559

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

10.4%

Transportation



Metro / Bus Service *

Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates

Friendship PCS - Southeast Elementary Academy

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3-5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		11.8 out of 20.0	59.0%
Growth on DC CAS Mathematics over time		17.5 out of 20.0	87.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.5 out of 10.0	35.0%
Proficient and Above			
Advanced only		0.3 out of 2.5	12.0%
DC CAS Mathematics		4.2 out of 10.0	42.0%
Proficient and Above			
Advanced only		1.2 out of 2.5	48.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		7.0 out of 15.0	46.7%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.7 out of 10.0	97.0%

TOTAL SCORE

TIER 1

65.2 out of 100

65.2%

For a more detailed explanation of the indicators, see our technical guide.



2014 School Performance Report

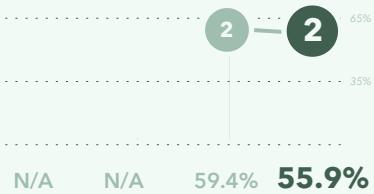
Friendship PCS - Technology Preparatory Academy (High School)

620 Milwaukee Place SE
Washington, DC 20032

202-562-1681
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Prepares students for college and careers in science, technology, engineering, and mathematics
- Equips students with iPads to engage them in learning
- Students learn math and science content through hands-on projects
- Partner with community organizations to expose students to a variety of college and career opportunities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Doranna Tindle

First School Year

2008-09

School Hours

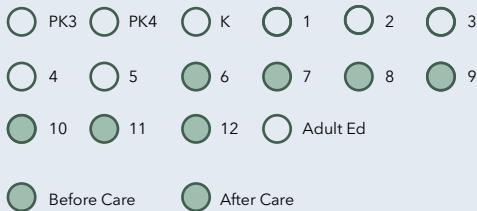
MS: 7:45 a.m. – 3:40 p.m.

HS: 7:45 a.m. – 3:40 p.m.

Grades Served

Is part of a PK-12 network.

● Current Grades ● Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	98.8%
Hispanic / Latino	0.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	0.0%

Total Enrollment
406

English Language Learner
0.2%

Economically Disadvantaged
>60%**

Special Education
18.5%

Transportation



Metro / Bus Service *
Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

*Please check www.wmata.com for updates

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Friendship PCS - Technology Preparatory Academy (High School)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-11

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		52.8	4.9 out of 7.5	65.3%
Growth on DC CAS Mathematics over time		54.4	5.2 out of 7.5	69.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		44.1	3.2 out of 10	32.0%
Advanced only		6.8	0.7 out of 2.5	28.0%
High Grades DC CAS Mathematics Proficient and Above		50.8	3.8 out of 10.0	38.0%
Advanced only		1.7	0.2 out of 2.5	8.0%

Gateway (8 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		0.0	0.0 out of 0.0	N/A
PSAT Performance (11th)		36.7	5.4 out of 7.5	72.0%
SAT/ACT Performance (12th)		0.0	0.0 out of 0.0	N/A
College Acceptance Rate		0.0	0.0 out of 0.0	N/A
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0	0.0 out of 0.0	N/A

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		91.3	9.3 out of 10.0	93.0%
Re-enrollment		76.6	4.7 out of 10.0	47.0%
9th Grade Credits (on track to graduate)		80.7	3.1 out of 5.0	62.0%

TOTAL SCORE

TIER 2

40.5 out of 72.5

55.9%

Friendship PCS - Technology Preparatory Academy (High School)

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

N/A

College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement

N/A

Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

For a more detailed explanation of the indicators, see our technical guide.



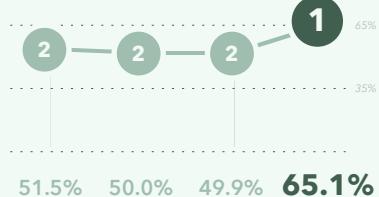
Friendship PCS – Woodridge Middle

2959 Carlton Avenue NE
Washington, DC 20018

202-635-6500
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum focused on global perspectives and success in high school and college
- Rich course offerings including art, music, lab sciences, and foreign language
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Rictor Craig

First School Year

1998-99

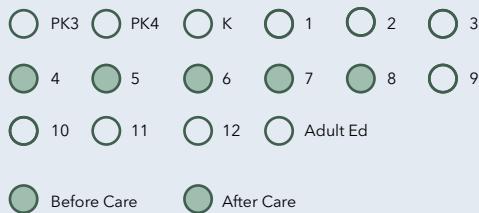
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

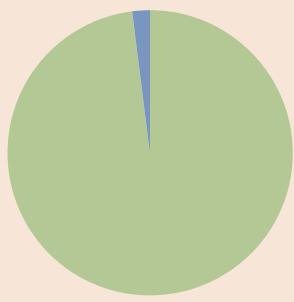
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	97.7%
Hispanic / Latino	2.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
216

English Language Learner
0.5%

Economically Disadvantaged
>60%**

Special Education
23.6%

Transportation



Metro / Bus Service *
82, 83, B8; G8; H6

*Please check www.wmata.com for updates

Friendship PCS - Woodridge Middle

2014 School Performance Report

(2013–14)



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: 4-8

Student Progress (40 points): Academic Improvement Over Time			
Growth on DC CAS Reading over time		64.0	17.0 out of 20.0 85.0%
Growth on DC CAS Mathematics over time		61.0	15.5 out of 20.0 77.5%
Student Achievement (25 points): Meeting or Exceeding Academic Standards			
Elementary Grades DC CAS Reading Proficient and Above		34.2	0.4 out of 5.0 8.0%
Advanced Only		1.3	0.05 out of 1.25 4.0%
Elementary Grades DC CAS Mathematics Proficient and Above		50.6	1.6 out of 5.0 32.0%
Advanced Only		12.7	0.63 out of 1.25 50.4%
Middle Grades DC CAS Reading Proficient and Above		55.9	1.7 out of 5.0 34.0%
Advanced Only		6.3	0.30 out of 1.25 24.0%
Middle Grades DC CAS Mathematics Proficient and Above		63.8	2.0 out of 5.0 40.0%
Advanced Only		12.6	0.62 out of 1.25 49.6%
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success			
Proficient and Advanced 3rd Grade Reading		17.4	0.0 out of 0.0 N/A
Proficient and Advanced 8th Grade Mathematics		65.3	6.5 out of 15.0 43.3%
Leading Indicators (20 points): Predictors of Future Student Progress and Achievement			
Attendance		93.4	10.0 out of 10.0 100.0%
Re-enrollment		86.4	8.8 out of 10.0 88.0%
TOTAL SCORE	TIER 1	65.1 out of 100	65.1%

For a more detailed explanation of the indicators, see our technical guide.

2014 ESEA DATA

District: LITTLE ROCK SCHOOL DISTRICT
LEA: 6001000
Address: 810 W. MARKHAM ST.
Address: LITTLE ROCK, AR 72201
Phone: 501-447-1002

Superintendent: DEXTER SUGGS
Enrollment: 23676
Attendance: 94.55
Poverty Rate: 62.68

Report created on: 10/29/2014
% Prof/Adv.
2014 Math + Literacy 62.3
2013 Math + Literacy 62.8
2012 Math + Literacy 64.9

OVERALL DISTRICT STATUS:

NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING			MATHEMATICS		
	LITERACY		Percentage	# Attempted	# Expected	Percentage
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	11984	12538	95.58	13363	13959	95.73
Targeted Achievement Gap Group	9077	9542	95.13	10243	10765	95.15
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	8016	8445	94.92	9093	9551	95.20
Hispanic	1305	1346	96.95	1477	1525	96.85
White	2213	2288	96.72	2358	2439	96.68
Economically Disadvantaged	8613	9045	95.22	9761	10247	95.26
English Language Learners	1210	1238	97.74	1377	1407	97.87
Students with Disabilities	1473	1602	91.95	1544	1668	92.57

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				GROWTH -LITERACY					
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	7423	11384	65.21	71.44	91.00	5190	7823	66.34	75.72	93.00
Targeted Achievement Gap Group	4905	8571	57.23	64.92	91.00	3646	6020	60.56	70.92	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23306	34815	66.94	71.44	91.00	16638	23737	70.09	75.72	93.00
Targeted Achievement Gap Group	15531	26181	59.32	64.92	91.00	11848	18346	64.58	70.92	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	4427	7549	58.64	65.60		3237	5327	60.77	71.36	
Hispanic	722	1255	57.53	67.14		524	810	64.69	74.61	
White	1909	2147	88.91	90.07		1228	1442	85.16	89.55	
Economically Disadvantaged	4672	8135	57.43	64.84		3492	5777	60.45	70.86	
English Language Learners	654	1168	55.99	65.97		500	771	64.85	75.12	
Students with Disabilities	310	1381	22.45	41.55		268	883	30.35	48.15	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				GROWTH -MATHEMATICS					
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	7549	12637	59.74	70.83	92.00	3788	8018	47.24	67.02	81.00
Targeted Achievement Gap Group	5002	9627	51.96	65.03	92.00	2503	6166	40.59	61.48	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23387	38882	60.15	70.83	92.00	11666	23940	48.73	67.02	81.00
Targeted Achievement Gap Group	15456	29521	52.36	65.03	92.00	7713	18500	41.69	61.48	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	4416	8558	51.60	64.20		2118	5406	39.18	60.79	
Hispanic	819	1393	58.79	72.53		429	863	49.71	70.65	
White	1972	2274	86.72	90.21		1066	1487	71.69	84.93	
Economically Disadvantaged	4732	9174	51.58	64.82		2382	5904	40.35	61.38	
English Language Learners	758	1301	58.26	73.41		404	825	48.97	71.06	
Students with Disabilities	452	1456	31.04	41.55		169	902	18.74	41.11	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING			2013 AMO	90TH PCTL
	# Actual Graduates	# Expected Graduates	Percentage		
ESEA Flexibility Indicators					
All Students	1284	1704	75.35	73.55	94.00
Targeted Achievement Gap Group	668	950	70.32	68.39	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	3933	5301	74.19	73.55	94.00
Targeted Achievement Gap Group	2054	2991	68.67	68.39	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	885	1200	73.75	71.15	
Hispanic	93	139	66.91	63.15	
White	259	311	83.28	82.78	
Economically Disadvantaged	626	900	69.56	68.60	
English Language Learners	41	60	68.33	53.13	
Students with Disabilities	122	168	72.62	70.09	

FRIENDSHIP LEAD ACADEMY

SUMMARY

Friendship Lead Academy

Sponsoring Entity: **Friendship Education Foundation**

IRS Status: **Applied for 501(c)(3) Determination**

Grade Levels: **K-8**

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2017-2018	K-3	200
2018-2019	K-4, 6	300
2019-2020	K-7	400
2020-2021	K-8	450
2021-2022	K-8	450

Address of Proposed Charter: **Not determined**

Mission Statement:

The mission of Friendship Lead is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens. Friendship Lead seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.

Friendship Arkansas will be the charter holder for the school operating under the name Friendship Lead. Through a management agreement with the Friendship Education Foundation, Friendship Arkansas will replicate the program of the Washington, DC-based Friendship Public Charter School – a program that has spawned three high performing elementary/middle schools, been recognized by the DC State Education Officer for preparing students to graduate high school on time (greater than 90% cohort rate) and enroll in college (100% college acceptance rate for graduates), and helped to turnaround two of the lowest performing elementary/middle schools in Baltimore. The Friendship program was designed to instill an appreciation for education, high aspirations and personal standards that prepare students to become responsible contributors to their communities and world.

We seek to serve children from kindergarten to eighth grade in elementary and middle school classes. At capacity we will enroll approximately 450 students. The student population targeted will be predominantly low income, minority children with a moderate to high incidence of special needs. Independent studies show that at-risk children are a population that most benefits from Friendship's model of instruction, intervention and co-curricular programs.

Information on the School District in Which the Charter Would Be Located

Little Rock

74.9 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) – Literacy and Mathematics

Documentation Provided in Support of the Charter

Petition of Support Included in Application

Three names on the petition

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C7: EDUCATIONAL PROGRAM

It is unclear why grade five will not be served in 2018-2019.

C9: STUDENT SERVICES

The use of a manifestation determination team seems to be misused since, a manifestation team meets when a student with a disability has been suspended for 10 days and must meet to determine if the behavior is a manifestation of the student's disability.

The applicant needs to confirm an understanding that all federal and state laws related to Special Education Services are applicable.

The applicant did not respond to the following comment: “Revise the response to section H based on ADE Rules Governing Gifted and Talented Program.”

C18: FACILITIES

A location for the charter school has not been determined.

C20: FOOD SERVICES

The applicant needs to confirm that the charter school will follow federal and state procurement regulations when procuring a food service management company.

Other:

The calendar provided by the applicant is a list of events and does not show the number of student or staff days.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Friendship Lead Academy

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

Concerns and Additional Questions

- Provide the third notice of public hearing for Friendship Lead as only two notices for Lead, published on July 10 and July 17, were included.
- Explain why two applications for the same address and grade levels were submitted.
- Explain the discrepancies between the date of proposed opening on page 2 and the inclusion of a 2016-2017 school calendar with the 2017-2018 school opening indicated in the business operations and facilities sections and the personnel summary, included as an attachment.
- Share the information provided at the public meeting about opening date and location of the charter.

Applicant Response:

- The 3rd Notice was published on July 17, 2015 in the Arkansas Democratic Gazette. An affidavit of publication is included along with the copy of the Tear Sheet from the application.
- Friendship Education Foundation seeks to develop a cluster of three schools serving grades K-12 over time. In order to support a high school in the future, two K-8 feeder schools are needed, so there are separate applications for Friendship Aspire and Friendship Lead.
- The initial application contained an error. Friendship Lead will not open until the 2017-2018 school year.
- During the public meeting general information regarding the Friendship program was provided. It was noted that the school would not open until 2017 and its location was to be determine.

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

Concerns and Additional Questions

- Identify what individual, job position(s), or entity(s) will have final decision making authority for the school in the areas of finance and purchasing; hiring and firing of staff; and hiring and firing of the school director or superintendent.

Applicant Response:

Friendship strives to keep all its decision making at a site level.

Final decision making authority for finance and purchasing is set by the board-approved Fiscal Policies and Procedures Manual, which will comply with the Arkansas Financial Accounting Handbook and which will specify thresholds for approval at the finance team level (typically \$500), school director level (typically \$1,500), board treasurer (typically \$5,000) and full board (typically \$10,000). All finance and purchasing decisions are pre-approved by the finance team to ensure compliance with the adopted budget.

Final decision making authority for hiring and firing of staff rests with the school director, to ensure their accountability for the school's academic performance.

Final decision making authority for hiring and firing of the school director is the joint responsibility of the school board and the Friendship Education Foundation's Executive Director. In practice, both parties must approve the hiring and either one can recommend the termination of the School Director or superintendent.

C3: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Innovations that would distinguish the charter from other schools

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Explain the inconsistency of charter student performance goals that meet the performance in reading and mathematics of students in Little Rock since Little Rock performance is provided to demonstrate a need for the charter.
- Discuss growth expectations for students performing below grade level who need accelerated growth to get on pace to graduate.
- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response:

- A revised goals chart has been included below
- Friendship Lead Academy's goal for scholars who are performing academically below grade level is a minimum of 1.5 years of growth annually on NWEA MAPP
- Friendship will utilize alternative assessments to assess students with disabilities as outlined in the student's IEP in accordance with ADE guidelines.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
To increase individual student performance in Reading as compared to the state and the LRSD average	State-approved Next Generation Assessments – ACT Aspire	Meet or Exceed the state average in Reading performance	Annually Baseline 2016-2017
Lit. Growth: Each Year students grade level K-8 on average will meet or exceed their growth goal in Lit	NWEA's MAPP reading assessments in fall, winter and spring. Fall data will be baseline.	Baseline data will be collected within the first month of school.	Annually
To increase individual student performance in Math as compared to the state and the LRSD average	State-approved Next Generation Assessments – ACT Aspire	Meet or Exceed the state average in Math performance	Annually Baseline 2016-2017

Math Growth: Each Year students grade level K-8 on average will meet or exceed their growth goal in Math	NWEA's MAPP math assessments in fall, winter and spring. Fall data will be baseline.	Baseline data will be collected within the first month of school.	Annually
Maintain a 95% attendance rate and 98% promotion rate	Data will be collected from APSCN	Friendship will meet or exceed the LRSD average in attendance and promotion.	Annually
Families will express overall satisfaction with Friendship Lead based upon regular surveys	Survey will be administered at least once annually at Parent Nights, PAC meetings and QLC meetings	The school will receive an overall rating of good or excellent.	Annually Baseline Spring 2016

C6: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Partially Responsive

Concerns and Additional Questions

- Complete the school years, grade levels, and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment

		450

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2017-2018	K-3	200
2018-2019	K-4, 6	300
2019-2020	K-7	400
2020-2021	K-8	450
2021-2022	K-8	450

Remaining issue: It is unclear why grade five will not be served in 2018-2019.

C8: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the state standards

Fully Responsive

Concerns and Additional Questions

- Explain how the school will ensure that the curricula in all areas are aligned with Arkansas Curriculum Frameworks.

Applicant Response:

Friendship's curriculum aligns with the rigorous Common Core academic standards and assessments, applicable to public schools in the State Arkansas through the Arkansas Curriculum Framework. Friendship has a proven record of improving student achievement and providing parents and communities with assessments tools for academic performance that measure student progress against school and state learning standards. The curriculum used by Friendship's training staff includes use of techniques specifically designed to measure mastery of state learning standards, diagnose learning deficiencies against those standards, and estimate performance on summative state assessments.

Below is the supporting curriculum documents for each subject and grade level.

Grade	Content Area	Curriculum/Publisher	Rationale
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Curriculum Serves			
Pre-Kindergarten	All	Splash/Houghton Mifflin	Rigorous program aligned with elementary Journeys and Go Math programs, ensures students are ready for Common Core rigor by Kindergarten. Integrated across disciplines, including classroom management.
Kindergarten	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Kindergarten	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Kindergarten	Science	FOSS/ Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Kindergarten	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 1	Reading/ELA	Journeys/ Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 1	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 1	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 1	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 2	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 2	Math	Go Math/Houghton	Common Core aligned, balancing depth of

		Mifflin	conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 2	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 2	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 3	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 3	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 3	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 3	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 4	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 4	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 4	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 4	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 5	Reading/ELA	Journeys /Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled

			reading at students' individual reading levels.
Grade 5	Math	Go Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 5	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 5	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 6	Reading/ELA	Holt Literature/Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and writing across multiple genres. Includes authentic literature, including full-length texts and media studies.
Grade 6	Math	Big Ideas Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency and real-world problem solving. Includes strategies and resources for RTI and immediate re-teaching as well as cross-disciplinary projects.
Grade 6	Science	It's About Time/ It's About Time	Project-based approach to teaching and learning which develops critical thinking and gives students the ability to apply learning to real-world problems.
Grade 6	Social Studies	History Alive!/ TCI	Develops students' critical thinking skills by starting with a big idea and incorporating a multi-faceted student-centered learning experience.
Grade 7	Reading/ELA	Holt Literature/Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and writing across multiple genres. Includes authentic literature, including full-length texts and media studies.
Grade 7	Math	Big Ideas Math/Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency and real-world problem solving. Includes strategies and resources for RTI and immediate re-teaching as well as cross-disciplinary projects.
Grade 7	Science	It's About Time/ It's About Time	Project-based approach to teaching and learning which develops critical thinking and

			gives students the ability to apply learning to real-world problems.
Grade 7	Social Studies	History Alive!/ TCI	Develops students' critical thinking skills by starting with a big idea and incorporating a multi-faceted student-centered learning experience.
Grade 8	Reading/ELA	Holt Literature/ Houghton Mifflin	Common Core aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and writing across multiple genres. Includes authentic literature, including full-length texts and media studies.
Grade 8	Math	Big Ideas Math/ Houghton Mifflin	Common Core aligned, balancing depth of conceptual understanding with computational fluency and real-world problem solving. Includes strategies and resources for RTI and immediate re-teaching as well as cross-disciplinary projects.
Grade 8	Science	It's About Time/ It's About Time	Project-based approach to teaching and learning which develops critical thinking and gives students the ability to apply learning to real-world problems.
Grade 8	Social Studies	History Alive!/ TCI	Develops students' critical thinking skills by starting with a big idea and incorporating a multi-faceted student-centered learning experience.

Teachers in schools supported by Friendship are trained to apply the current research on instruction to best meet the needs of the students in their classrooms. Teachers use the “gradual release of responsibility” model of instruction: I do, We do, You do. The cognitive load is passed from the teacher-as-model to the student for maximum learning (Fisher, Frey, 2008). The learning process starts in a structured manner, generally with a mini-lesson (I do), and becomes less structured as the responsibility transfers from the teacher to the student. The teacher facilitates the guided practice (We do) then releases the responsibility to the students through collaborative and independent work (You do). Teachers are expected to differentiate instruction at every phase based on the needs of their students.

Friendship’s training program reinforces the idea that proficient teachers use a variety of appropriate instructional strategies based on the standards, lessons, and needs of their students. Friendship supports teachers in making the cognitive shift to become diagnosticians who skillfully determine the appropriate instructional “prescription” to ensure that students meet the standards and gradually release responsibility to students for ownership of their learning. Intense professional development is provided to ensure that teachers are equipped with the knowledge and skills to ensure that this happens effectively in each and every classroom.

Friendship trains teachers to review the available curriculum resources and develop high-quality learning experiences that ensure that each student will learn as efficiently and effectively as possible. Friendship provides teachers with research-based, common core-aligned program materials from Houghton Mifflin Harcourt so that teachers will have at hand a plethora of resources to support the learning of their individual students. Through differentiated instruction, teachers enable students to achieve outcomes in ways that work best for each learner (Tomlinson, Wiggins, and McTighe, 2004). Friendship-trained teachers are always focused on learning for students at every level. Teachers continually ask the following key questions:

- How do we know our students are learning?
- What do we do when students are *not* learning?
- What do we do when students *have* learned?

C9: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested**:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Partially Responsive

Concerns and Additional Questions

- Explain why a counselor will be hired mid-year in the first year of operation instead of before school begins.
- Confirm that a “full continuum” of services will be provided to special education students.
- Remove, “In the event that the team does not feel that the student’s current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the board to have the student placed into a more restrictive, out-of-general education setting” and confirm that placement decisions for students with disabilities will be made by the IEP team, including the parent, in an appropriately called IEP conference.
- Verify that all state and federal laws pertaining to Special Education will be followed.
- Revise the response to section H based on ADE Rules Governing Gifted and Talented Program.

- Explain how and when “The nurse may also teach some health education.”

Applicant Response:

- Because of the initial grade configuration of K-3 Friendship does not feel the need to employ the guidance counselor until January of the year preceding year 2 when the middle grade will be added.
- Friendship Lead shall provide a full continuum of services for special education students. When a student has been referred for special education services, the special education department must first review all current data on the student including, but not limited to, medical history (including hearing and vision reports), parent and teacher input, outcomes of prior response to intervention initiatives, attendance, formal and informal school-based assessments, and student observations/input when deemed appropriate. Upon review of all documentation, the team, consisting of the parent, general and special education teacher, related service provider(s), SSST and Special Education Coordinator, nurse, guidance counselor, and building administrator, must determine if evaluations are warranted, and denote which areas of concern are to be assessed (reading, writing, behavior, speech and language etc.). After the evaluations are completed, the Manifestation Determination Team, must convene to review the findings of the evaluation and determine, with the assistance of the disability criteria checklist found in the special education data system, if the student meets the criteria of the suspected disability.

Each student's Individualized Education Plan (IEP) at a glance is provided to each general educator at the beginning of the school year and securely stored in the classroom for collaborative planning. All teachers working with students who have disabilities are expected to use the IEPs to incorporate accommodations, modifications, and instructional strategies necessary to meet student needs. Furthermore, general and special educators have access to resources that guide instructional decisions in an inclusive setting and address challenging behaviors. These resources include curriculum guides and intervention materials intended to “fill in gaps” for struggling students. The ongoing collaboration among general and special educators is the foundation for effective co-teaching strategies that foster growth for all students. As teachers work with one another, they also leverage parents, community organizations, and related service providers to accomplish short and long-term positive outcomes in academic and social-emotional areas. Friendship's goal is to maximize new partnerships to increase accountability, share resources/strategies, analyze data, and meet agreed-upon student goals.

All student accommodations are reviewed on an individual basis. For example, some students transition before or after their peers in alignment with a Behavior Intervention Plan to ensure that they are not distracted by the environment. In other situations, such as enrollment in an intervention program, a special educator will work with the schedule to ensure the appropriate hours and services are provided.

- Friendship Lead removes from the initial application “In the event that the team does not feel that the student’s current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the board to have the student placed into a more restrictive, out-of-general education setting.” Placement decisions for all students with

disabilities will be made by the IEP team, including the parent, in an appropriately called IEP meeting.

- Friendship will comply with all applicable federal and state laws related to Special Education Services.
- The nurse will work with health education teachers (PE and Science) in a team approach to provide additional resources to health lessons.

Remaining issues: The use of a manifestation determination team seems to be misused since, a manifestation team meets when a student with a disability has been suspended for 10 days and must meet to determine if the behavior is a manifestation of the student's disability.

The applicant needs to confirm an understanding that all federal and state laws related to Special Education Services are applicable.

The applicant did not respond to the following comment: "Revise the response to section H based on ADE Rules Governing Gifted and Talented Program."

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Concerns and Additional Questions

- Confirm that the charter school shall provide and publish, in a newspaper with general circulation in the district 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, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in section 7.02.2 of the Standards for Accreditation.

Applicant Response:

Friendship will report annual school-wide progress on high stakes, state-mandated assessments to the school community each year. This report will detail progress towards accomplishing program goals, accreditation standards and proposals to correct deficiencies. This report will be made available to parents during open houses and back-to-school nights, on the school website, and also to any parent or community member requesting the information. It will also be mailed out to parents when and if necessary. Friendship shall annually publish in a newspaper in the district before November 15 of each school year this annual report.

C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Fully Responsive

Concerns and Additional Questions

- Explain how the charter will ensure that the lottery process is transparent to the public.
- Explain in more detail what is meant by "a marketing plan."

Applicant Response:

- If the number of students seeking admission to the school exceeds the school's capacity, students will be selected on the basis of an open lottery. Applications will be accepted throughout the spring. The schools will continue to accept applications until seven days prior to the lottery, and the lottery will take place in the spring before the school opens. The lottery will also be supervised by an independent local CPA firm. An additional admissions lottery will be conducted each subsequent year for the entering class of the lowest grade. In addition,

spaces open in existing grades will also be filled by lottery in subsequent years. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. The lottery procedures will be as follows:

- All students who apply have equal chance for admission. A drawing will be held and each child will have his or her name entered.
- A sibling preference will apply to families seeking to enroll more than one child in the school.
- The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process will then repeat until all spaces have been filled.
- Once spaces in a given grade have been filled, the names of the remaining applicants for that grade will be drawn and their names will be placed on the school's waiting list, ranked with respect to the order in which they were drawn. Children whose parents or guardians submit applications after the lottery will have their names placed at the bottom of the wait list in the order in which their applications are received.
- Friendship will employ the following marketing plan. Upon final approval of our charter, we will immediately:
 - Produce all relevant marketing materials (in multiple languages), including
 - A letter from the CEO outlining the new school, its mission, philosophy on education, curriculum highlights, location, student eligibility, and registration information.
 - Posters outlining the new school, its mission, philosophy on education, curriculum highlights, location, student eligibility, and registration information.
 - Fliers outlining the new school, its mission, philosophy on education, curriculum highlights, location, student eligibility, and registration information.
 - Disseminate marketing materials by
 - Canvassing homes in the surrounding neighborhoods with fliers.
 - Placing posters and leaving fliers at local businesses, libraries, doctor offices, social service agencies, etc.
 - Mailing letters to local residents.
 - Communicate with local residents and their children at parent meetings and community events hosted by a variety of community groups

In addition, the following strategies will also be selectively employed:

- Press Releases and Marketing Communications: Key information will be shaped into messages that can be communicated in all subsequent media operations.

- Radio Advertising: Radio has proven to be one of the most effective ways of advertising local school enrollment. The school may use radio ads when holding a social event, open house, registration week, and any other special events.
- Newspaper Advertising: In conjunction with other efforts, newspaper advertising can also be effective. We will determine if newspaper advertising is needed depending on the number of students that have enrolled and how much time is left to recruit students as we approach opening day.
- TV Advertising: This form of advertising is expensive, so we will determine if TV advertising is necessary depending on the number of students that have enrolled and how much time is left to recruit students as we approach opening day.
- Q & A Session with Parents and Students: The principal will hold a Q & A session with parents and students to address any questions or concerns parents may have.

Grassroots marketing is the best and the least expensive of all form of recruitment, especially when dealing with a local audience. Below are the strategies we will employ to maximize the impact of grassroots marketing.

- Door-to-Door Campaign: We will organize teams consisting of two or more people to go door-to-door in the neighborhood or attendance zone, to inform parents and potential students of the new school. We will ensure that each team is well stocked with applications, a fact sheet, information about the new campus, handouts, and giveaways. Samples of door-to-door scripts will be made available prior to the campaign to ensure that the teams are well informed and can address all questions.
- Information Sessions: As with every new school, an abundance of questions and concerns will emerge from parents' minds. It is very important to respond to those immediately. For that reason, information sessions are necessary. This gives us the opportunity to immediately inform parents, students, and other members of the community about the change before any concerns surface.
- Distribution of Marketing Material: We will blanket surrounding neighborhoods and nearby community organizations with flyers, door hangers, brochures and as much marketing materials to advertise the new school. Specifically, we will distribute those materials in local businesses, preschools, day care centers, libraries, grocery stores, beauty salons, churches, and laundromats in the area.
- Community Events and Education Fairs: A very effective way to recruit families is to participate in education-related community events and fairs. We will create teams of at least two people to be present at booths during such community events. We will create a schedule well in advance to cover different shifts during each event. It is important that there are enough materials to distribute during the event. Each booth will have a school fact sheet, literature about Friendship, sign-in sheets, student applications, materials that showcase the school and giveaways for parents and potential students.
- Principal Meet and Greet with Parents: The principal will schedule a "meet and greet" event for parents and potential students. Ideally, this will take place at the school so that parents can see where their child will be attending and also become familiar with

the school's surroundings. Allowing parents the opportunity to ask questions directly to the principal is essential.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Provide the job descriptions, including the required qualifications, for the following positions listed on the budget:
 - Instructional Specialist;
 - School Operations Manager;
 - Secretary;
 - Teachers;
 - Special Education Teacher;
 - Counselor; and
 - Nurse.

- Confirm that the School Director is the Principal, as listed in the budget.
- Provide the job description, including the required qualifications, for “Technology” that was listed on the personnel summary in Attachment E.
- Explain the Office of Academic Affairs mentioned in prompt C9 and the staff in that office.
- Explain the discrepancies between the date of proposed opening on page 2 and the inclusion of a 2016-2017 school calendar with the 2017-2018 school opening indicated in the business operations and facilities sections and the personnel summary, included as an attachment.

Applicant Response:

- Job Descriptions are attached.
- The School Director and Principal are the same person. The titles are used interchangeably.
- The reference to the Office of Academic Affairs was noted incorrectly in the original application. As Friendship grows over time, the Office of Academic Affairs will be developed to help support schools.
- The initial application contained an error. Friendship Lead will not open until the 2017-2018 school year.

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Fully Responsive

Concerns and Additional Questions

- Explain the discrepancies between the date of proposed opening on page 2 and the inclusion of a 2016-2017 school calendar with the 2017-2018 school opening indicated in the business operations and facilities sections and the personnel summary, included as an attachment.

- Confirm that 4th Sector will implement and comply with the Arkansas Financial Accounting Handbook.

Applicant Response:

- The initial application contained an error. Friendship Lead will not open until the 2017-2018 school year.
- 4th Sector Solutions will implement and comply with the Arkansas Financial Accounting Handbook and any other regulations required by the State of Arkansas and the Arkansas Department of Education.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

Concerns and Additional Questions

- Confirm that 4th Sector will implement and comply with the Arkansas Financial Accounting Handbook.

Applicant Response:

4th Sector Solutions will implement and comply with the Arkansas Financial Accounting Handbook and any other regulations required by the State of Arkansas and the Arkansas Department of Education.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school

Fully Responsive

Concerns and Additional Questions

- Provide the location of the school and details about the location and facilities.
- Provide a signed Facilities Utilization Agreement.
- Explain the discrepancies between the date of proposed opening on page 2 and the inclusion of a 2016-2017 school calendar with the 2017-2018 school opening indicated in the business operations and facilities sections and the personnel summary, included as an attachment.

Applicant Response:

- Friendship Lead has not chosen a final facility. Friendship Lead will provide to ADE its final site determination by July of the year prior to opening – July 2016.
- The initial application contained an error. Friendship Lead will not open until the 2017-2018 school year.

Remaining issue: A location for the charter school has not been determined.

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

Concerns and Additional Questions

- Confirm that the school will apply to participate in the National School Lunch Program.

Applicant Response:

Friendship will work with a Food Service Management Company to provide high-quality meals for breakfast, lunch, and after school snacks that meet or exceed all requirements of the National School Lunch Program (NSLP) and participation in the National Free and Reduced Lunch Program. Nutritional standards are important to Friendship and the school will use grants and partnerships to provide additional health education and high quality food options.

Remaining issue: The applicant needs to confirm that the charter school will follow federal and state procurement regulations when procuring a food service management company.

C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

C24: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Other:

- A 2016-2017 school calendar for Friendship Louisiana was included. Provide a school calendar for the first year of operation for the Friendship Lead Academy.

Applicant Response:

See attached calendar.

The calendar provided by the applicant is a list of events and does not show the number of student or staff days.

2016-2017 Student and Teacher Calendar

Event	Date
<i>First Day of School (Teachers)</i>	August 1, 2017
<i>First Day of School (Students)</i>	August 21, 2017
Labor Day (No School in Session)	September 4, 2017
Columbus Day (No School in Session)	October 9, 2017
Thanksgiving Break (No School in Session)	November 20 – 24, 2017
Winter Break (No School in Session)	December 22, 2017 – January 3, 2018
Teacher Professional Development	January 4-5, 2018
Martin Luther King, Jr. Day (No School in Session)	January 15, 2018
Spring Break (No School in Session)	March 19 – 23, 2018
Memorial Day (No School in Session)	May 28, 2018
Last Day of School (Students)	June 1, 2018
Last Day of School (Teachers)	June 15, 2018



AFFIDAVIT OF PUBLICATION

To Whom It May Concern:

I, Sandra Ward, do solemnly swear that I am sales representative at the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas,

And that from my own personal knowledge and reference to the files of said publication, that the advertisement of:

FRIENDSHIP LEAD ACADEMY (FRIENDSHIP EDUCATION FOUNDATION) were inserted in the regular editions on the Arkansas Democrat-Gazette on Friday, July 3, Friday, July 10 and Friday, July 17, 2015.

Electronically signed,
Sandra Ward
On the Second day of July 2015.



121 East Capitol Avenue | Little Rock, AR 72201



Arkansas Democrat-Gazette/RICK MFARLAND

Jo Ann McCandless uses information off her cellphone to fill out registration forms for her 6-year old triplets, two of whom, Abbey (left) and Ella pass the time playing with stuffed animals Thursday at Lakewood Elementary School in North Little Rock. The two girls and their triplet brother William (not shown) will be attending Crestwood Elementary School in the North Little Rock School District. Registration was suspended Thursday afternoon because of computer glitches.

NLRSD

• Continued from Page 1B

The district is in the midst of what started as a \$265 million dollar capital improvement program that is reducing what were 21 campuses to 13 schools. Twelve of the 13 are being built anew or extensively renovated.

The North Little Rock public school system does not typically require its returning students to physically register for each new school year.

This year, however, the

district is moving student information from the Arkansas Public School Computer Network to the state's e-School system, North Little Rock Deputy Superintendent Beth Stewart said. As part of that transition, district officials are trying to obtain up-to-date, correct information on all students, Stewart said.

District officials said more information about registration will be made available to district parents in the next few days through the news media, recorded "robo-calls" to homes and on the district's website and Facebook page.

Parents seeking to register their children must provide proof of their address by showing a current utility bill or a lease or mortgage agreement. The parents also must provide a working telephone number, and they will be asked for an email address, although that is not required.

Parents of students new to the district must also show a birth certificate for their child, the child's immunization record, Social Security number and information from the child's previous school.

3rd suspect sought in July 8 LR death

ARKANSAS DEMOCRAT-GAZETTE

Little Rock police are seeking a third suspect in the slaying of a 68-year-old security guard in his home July 8, according to police.

Calvin Thornton Jr., 27, of 2100 S. Valentine St. is wanted by police on charges of capital murder and theft of property in the death of Fred Pohnka Jr. Thornton stands 5-foot-7 and weighs 200 pounds, and police said he might be driving an older model brown Lexus or a brown Chevrolet Suburban.

Police also said Thornton is considered armed and dangerous and anyone who sees him should notify police.

This is the third suspect identified in the case. Malcolm Jamel Cooksey, 24, and Alexandria Levette Martin, 27, have been arrested.

Cooksey was arrested Wednesday and is being held at the Pulaski County jail on charges of capital murder and theft of property.

Martin was arrested Tuesday and pleaded innocent Wednesday morning to charges of capital murder, theft by receiving and fraudulent use of a credit card. She is being held without bond at the Pulaski County jail.

Lt. Steven McClanahan, Little Rock police spokesman, said in a release Thursday night that authorities do not expect any further arrests will be sought.

Pohnka was found beaten to death in his home at 1217 S. Jackson St. His wallet, cellphone, TV and gun were stolen, according to a police report.

Berryville man, 67, found dead in park

NWA DEMOCRAT-GAZETTE

Special agents with the Arkansas State Police were investigating the death of a man found in Hobbs State Park on Thursday.

Someone running the trails inside the park found the body of Kenneth McCoy, 67, of Berryville, according to a news release from the Arkansas State Police. The man's body was in a wooded area of the park. No foul play is suspected in McCoy's death, according to the release.

McCoy's body will be sent to the state Crime Laboratory in Little Rock to determine what caused his death, according to the release.

Arkansas Democrat-Gazette

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The men took the woman's cellphone and money and then ordered her back into the restaurant where the men demanded money from the safe, took the restaurant's phones and the cellphone of another employee before running from the restaurant, the report said.

The men also reportedly fired one shot into the air while they were running from the business. Officers searched the area but made no arrests.

The robber ran after the three and damaged the door trying to get inside, but eventually fled empty-handed, according to the report.

No injuries were reported. Police searched the area but made no arrests.

The robber is described only as black and between the ages of 30 and 45. He wore a white T-shirt.

2 rob LR eatery's workers, rifle safe

Two armed men robbed Gus's Fried Chicken on Wednesday night, taking cash and cellphones from employees and money from the safe, police said.

The men jumped a privacy fence about 10 p.m. and approached a female employee sitting on the patio of the restaurant at 400 N. Bowman Road. They pointed black handguns at the woman and one of the men told her to "Give me all your money."

Robert Callicott, 39, was arrested Wednesday on a theft of property charge after a school official told police that Callicott took 10 Apple MacBook laptop computers and did not return them.

The report said Callicott claimed he did not take the computers, but video footage showed him taking the computers out of the classroom May 28.

Callicott returned six of the computers after the school said it would press charges, but four are still missing, the report said. Callicott was not listed on the Pulaski County jail roster Thursday.

Employee arrested in theft of laptops

A part-time employee at Metropolitan Career-Technical Center is accused of taking four laptop computers, according to a report from Little Rock police.

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Getting it straight

The Democrat-Gazette wants its news reports to be fair and accurate.

We correct all errors of fact.

If you know of an error, write:

Frank Fellone
Deputy Editor
P.O. Box 2221
Little Rock, Ark. 72203

or call 378-3475 during business hours Monday through Friday.

The Arkansas State University System serves 23,000 students in Arkansas.

A story in Thursday's paper about a task force on higher education misstated the number.

Today's radar speed checks

Little Rock and North Little Rock police and the Pulaski County sheriff's office will use radar to detect speeding at these locations.

Police and sheriff's deputies may conduct radar checks in other locations as well.

Little Rock: Evergreen Dr.

North Little Rock: McCain Blvd.

Pulaski County: Kanis Rd.

More information on the Web

Right2Know crime database
arkansasonline.com/right2know

according to the report.

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Taylor

• Continued from Page 1B already undergone one evaluation, but it was less comprehensive than the current one.

His next court appearance is to be Aug. 24, about two weeks after he turns 37, for a progress report on the evaluation process. Trial dates cannot be set until the question of his mental health is resolved.

Taylor has been jailed without bail since his court hearing on May 29 in which the judge learned that Taylor was going to be arrested on the beating allegations.

Condon was found unconscious the evening of May 13 on the floor of a cabin at the Oasis Renewal Center on Cooper Orbit Road in Little Rock. After he regained consciousness, he could not initially tell investigators what had happened to him. No one at the center reported seeing what had gone on between the men, although at least two witnesses heard something, according to Pulaski County sheriff's office reports.

Parents seeking to register their children must provide proof of their address by showing a current utility bill or a lease or mortgage agreement. The parents also must provide a working telephone number, and they will be asked for an email address, although that is not required.

Parents of students new to the district must also show a birth certificate for their child, the child's immunization record, Social Security number and information from the child's previous school.

In Touch Weekly magazine reported May 21 that Josh Duggar had been the subject of a criminal investigation in 2006 involving actions in 2002 and 2003. He resigned as a lobbyist for the conservative Family Research Council after the report appeared.

In March 2002, then-14-year-old Josh Duggar told his parents that he had run his hands over young girls in the Duggar household as they slept, his parents said in a June 3 Fox News interview with Megyn Kelly. Josh Duggar was disciplined and precautions were taken, his parents said, but they didn't seek outside assistance for him or his victims.

Josh Duggar then admitted to his parents in July 2002 that he took similar advantage of girls who had fallen asleep on the family couch and was again punished, Jim Bob and Michelle Duggar told Fox News. The Duggars said they sought outside help after a third admission in March 2003 by Josh Duggar that he touched two girls while they were awake. Josh Duggar was then sent to Little Rock for four months.

The Springdale Police Department began an investigation in 2006, after an anonymous tip was forwarded to state authorities. The investigation concluded that the statute of limitations had passed for any charges.

Duggar sisters Jill Dillard, 24, and Jessa Seewald, 22, appeared on Fox News' 'The Kelly File' on June 5 and acknowledged that they were inappropriately touched by their brother. But the two sisters said the problem had been taken care of years ago, and Josh Duggar had been forgiven and is a changed person.

Two of the other girls fondled by Josh Duggar as a teen were also his sisters, the Duggars told Fox News. The fifth victim was a family friend.

"With God's grace and help, Josh, our daughters and our entire family overcame a terrible

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Also, Taylor told a center worker that something had occurred between Condon and himself, but the reports don't say what he said beyond a quote from Taylor: "I told dude to stop f***** with me."

It was not until the next day that a hospitalized Condon reportedly described being punched in the face by Taylor, who he said got angry when he greeted the boxer and attempted to high-five him. An arrest affidavit states that Condon suffered five fractures in his face around his eyes and nose, injuries that required reconstructive surgery.

The second-degree battery charge against Taylor carries a maximum of six years in prison, but that penalty can be doubled if he is deemed a habitual offender by being convicted of the other charges against him.

The judge had agreed to allow Taylor to enter rehabilitation in March, after the boxer had spent about six weeks in jail after his arrest over accusations that he'd fired a gun at a family with three children after Little Rock's Dr. Martin Luther King

Jr. Day parade in January.

Taylor had been in rehabilitation for less than three months when he was arrested on Condon's accusations.

Taylor's other charges are:

- First-degree battery and terroristic threatening in the August shooting of his 42-year-old cousin, Tyrone DaWayne Hinton of Jacksonville, and allegations that he threatened the life of another man, Aharon Coley, 20, of Little Rock. Hinton reportedly required surgery for treatment of his injuries. Taylor's lawyers have suggested that Taylor acted in self-defense

Teacher

Responsibilities:

- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade---by---grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short---term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare at least quarterly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, learning environment;
- Engage in effective and appropriate classroom management;
- Accept and incorporate feedback and coaching from administrative staff;
- Serve as an advisor to a students, including organizing advisory groups, overseeing the academic and behavioral progress;
- Perform other duties, as deemed appropriate, by the principal.

Qualifications:

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject---area teaching experience;
- If not covered by any of the exemptions provided under New York's charter---school law, possess any required state teaching certification and meet any other applicable credentialing requirements including the federal Elementary and Secondary Education Act, as amended;
- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of school---age children;
- Demonstrated ability to work with diverse children, including those with special needs;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement;
- Demonstrated willingness to be held accountable for student results.

Special Education Teacher

Responsibilities:

- Provide direct and indirect instruction;
- Long and short---term planning addressing individual needs of students;
- Evaluate students' progress;
- Teach a multi---model approach;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Serve as advisors to students;
- Remain current on rules set forth in special education law and regulations (Coordinator position only);
- Maintain privacy of student records and information (Coordinator position only);
- Serve as primary liaison with CSE of students' district of residence (Coordinator position only).

Qualifications:

- Appropriate state certification as a special education teacher and any other credentialing required and applicable;
- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individuals specific needs;
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively as a team member;
- Demonstrated administrative or organizational ability (Coordinator position only).

School Counselor

Responsibilities:

- Develops and maintains a written plan for effective delivery of the school counseling program;
- Ensures all scholars have individual growth plan;
- Communicates the goals of the comprehensive school counseling program to education stakeholders;
- Maintains current and appropriate resources for education stakeholders;
- Uses the majority of time providing direct services such as academic guidance, and, individual scholar planning;
- Provides leadership and collaborates with the school leadership team to ensure the implementation of the school counseling program;
- Assists all scholars, individually or in groups, with developing academic, career and personal/social skills, goals, and plans;
- Collaborates with parents/guardians and educators to assist scholars with educational and career planning;
- Provides individual and group counseling to scholars with identified concerns and needs;
- Consults and collaborates effectively with parents/guardians, teachers, school leadership and other educational/community resources regarding scholars with identified academic needs and concerns;
- Accurately and appropriately uses assessment procedures for determining and structuring individual group counseling services;
- Provides appropriate information to staff related to the comprehensive school counseling program;
- Creates class schedules for scholars;
- Assists teachers, parents/guardians and other stakeholders in interpreting and understanding scholar data;
- Participates in professional development activities to improve knowledge and skills;
- Uses available technology resources to enhance the school counseling;
- Adheres to laws, policies, procedures, and ethical standards of the counseling profession;
- Conducts a yearly audit to review extent of program implementation;
- Measures results of the school counseling program activates and shares results as appropriate;
- Monitors scholar academic performance, behavior, and attendance and assists with appropriate interventions;
- Serves as the test coordinator for the school;
- Perform all other duties assigned.

Qualifications:

- Master's degree required;
- A valid school counselor certification as defined by Louisiana;
- Two years experience in scholar services, social services, training, development, or related positions;
- Experience in an educational organization with focus on improving scholar performance;
- Must possess strong interpersonal and communication skills. Incumbents must be able to lead, communicate and persuade others, and interact effectively with other in difficult situations;
- Must have the ability to professionally and effectively deliver presentations to small and large groups;
- Must be results oriented and able to manage various projects or tasks at one time;

Secretary

Responsibilities:

- Organize, coordinate, schedule and perform a wide variety of clerical and other office functions and activities related to the administration of diverse programs and operations; prioritize and schedule duties and assignments to assure efficiency and effectiveness and meet established time lines;
- Serve as secretary and provide administrative assistance to the Principal; make, schedule, and arrange appointments, meetings and conferences; take and transcribe dictation as required;
- Coordinate and facilitate communications between District and site personnel, parents, scholars, school and community organizations and the general public;
- Communicate with variety of site and District and site personnel, parents, scholars, school and community organizations and the general public;
- Perform secretarial duties for the Principal, assisting with routine administrative matters as appropriate; independently compose letters, memoranda, and other materials;
- Assist the Principal in the preparation and maintenance of financial, statistical and narrative reports; research, compile and organize information;
- Initiate budget preparation; work with Department Chairpersons in preparing individual budgets to meet needs; prepare forms and assist the Principal in preparing and monitoring budget;
- Process purchase orders; assist Department Chairpersons with adjustments and with making transfers; review computer print-out and balance accounts to assure accuracy;
- Type from notes, rough draft or verbal instructions a variety of written materials including correspondence, bulletins, memoranda, calendars, requisitions, records, reports and evaluations;
- Compile and organize information for the Principal; compose and respond to routine correspondence; open, sort, review and route mail;
- Coordinate and assist with special events for the high school; assist in selection of personnel and program; assure adherence to legal requirements and Board policies; maintain budget; work with and assist personnel assigned to the event;
- Train and provide work direction to clerical personnel, scholar assistants and others as assigned;
- Operate a variety of business and office machines including fax machine, calculator, computer, copiers, and communications equipment;
- Order a wide variety of business and office machines including fax machine, calculator, computer, copiers, and communications equipment;
- Order a wide variety of equipment, materials, supplies and special items requested by faculty; assure receipt and proper distribution;
- Answer phones and greet visitors; take and relay messages; provide information to scholars, parents, faculty and site personnel; interpret, apply and explain District policies and school procedures and regulations;
- Perform other duties as assigned;
- Maintain regular attendance;
- Perform all other duties assigned.

Qualifications:

- High school Diploma or G.E.D. Certificate;
- 3 years of increasingly responsible office or secretarial experience;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability.

Instructional Specialist

Position: Curriculum Instructional Specialist

Role: The curriculum-instructional specialist is defined as one whose primary concern is the improvement of learning opportunities through the provision of instructional leadership. The supervisor, as the instructional or program specialist, has the role of decision-maker, consultant, and specialist in advising administrators, teachers, and other professional personnel.

Responsibilities include curriculum development, instruction, and staff development. The curriculum-instructional specialist serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school and/or school system. (Information obtained from program competencies outlined for Institutions of Higher Education program evaluations.)

Definition

Plans for and supervises curriculum development and implementation, and the provision of centralized instructional services; supervises and directs the work of subject coordinators, specialists, and resource teachers. Provides advice and counsel for teachers and principals on matters pertaining to instruction. Plans and implements staff development programs for school staffs.

Typical Tasks (illustrative only)

- Directs the planning, development, field-testing, and evaluation of curriculum;
- Manages the textbook adoption process;
- Directs the publication and provision of division-wide instructional-related staff development, including in-service training designed to support implementation of newly developed curricula;
- Contributes to the proposal and implementation of college courses to support curriculum development or program implementation;
- Supervises preparation of curricular content for instructional materials catalog;
- Supervises development of instructional guidelines, policies, regulations, and official notices;
- Interprets statutes and regulations for staff and community;
- Manages the preparation of office budget requests and monitors expenditures.

Required Knowledge, Skills, and Abilities

Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Technology

Responsibilities:

- Manage technology strategic plan and budget.
- Oversee infrastructure design (including multi---node LAN/WAN and telephony) and systems implementation.
- Work collaboratively with School District technology departments to manage and support appropriate shared technology services and applications.
- Communicate regularly with school administrators and leaders on school campuses regarding technology issues and concerns.
- Technology vendor RFP management, selection, negotiation and management.
- Set up help desk and asset tracking systems.
- Supervise User Support Technician for servicing users.
- Assist in identification, evaluation, and selection of educational and operational software.
- Develop and implement technology policies, practices and procedures.
- Lead telecommunications projects of strategic impact such as vendor RFP's, migrations across WAN, LAN, Voice and wireless/mobile platforms.
- Perform all other duties assigned.

Qualifications:

- College/technical degree or significant equivalent work experience required.
- Ability to articulate and communicate complex technology concepts effectively in non---technical terms in a compelling manner;
- Ability to analyze complex business/technical problems to define system scope and objectives
- Strong analytical and problem solving skills and ability to manage a project independently.
- Strong documentation and oral, written and communications skills.
- Self---motivated team player, able to set priorities and manage to deadlines.
- Excellent trouble---shooting, communication and customer service skills.
- Exhibits a professional image and presence in making oral and written presentations.
- Superior project management skills, with strong ability to multi---task.
- Perform all other duties assigned

Preferred skills and work experience:

- Minimum of 5---7 years of technology leadership and management experience.
- CCNP preferred, CCIE written and CISSP a plus.
- Experience with layer 2 transport such as ATM, Frame Relay, Ethernet, Layer 3 services: MPLS/VPN routing protocols: OSPF, BGP, EIGRP.
- Knowledge of network security tools, security practices as they pertain to telecommunications, DMZ's, VPN/RAS, Firewalls, IDS/IPS, NAC, MARS CSA, RADIUS; TACACS and a track record of maintaining solid audit posture.
- Knowledge of existing network management tools and emerging tools, architectural concepts and principles.

SCHOOL NURSE JOB DESCRIPTION
ROLE - QUALIFICATIONS - FUNCTIONS

A. Role:

The school nurse is a registered professional nurse certified with the State Department of Education working in the school setting who strengthens and facilitates the educational process by improving and protecting the health status of children.

The major focus of school nursing services is the prevention of illness and disability, and the early detection and correction of health problems. The school nurse is uniquely qualified in preventive health, health assessment, and referral procedures.

B. Qualifications:

1. Possession of a current license to practice professional nursing in state.
2. Three year's experience as a professional registered nurse.
3. Certification as required by the Department of Education.
4. A baccalaureate degree is required. If a candidate does not have a BS degree, he/she must be matriculating in a program to gain a bachelor's degree when applying for certification. The degree can be in nursing or a related field.

C. Functions:

1. Provide health assessments.
 - a) Obtains a health and developmental history.
 - b) Screens and evaluates findings for deficits in vision, hearing, scoliosis, growth, etc.
 - c) Observes the child for development and health patterns in making a nursing assessment and nursing diagnosis.
 - d) Identifies health findings, which do not fall within the normal range.
 - e) Assists with physical examinations when conducted in the school.
2. Develops and implements a health plan.
 - a) Interprets the health status of pupils to school personnel.
 - b) Initiates referrals to parents, school personnel and community health resources for intervention, remediation, and follow through.
 - c) Provides ongoing health information to pupils, parents, school personnel and health agencies.

- d) Recommends and helps to implement modifications of school programs to meet students' health needs.
 - e) Utilizes existing health resources to provide appropriate care of pupils.
3. Maintains, evaluates, and interprets cumulative health data to accommodate individual needs of students.
 4. Participates as the health specialist on the child education evaluation team to develop the health individualized educational plan (I.E.P.)
 5. Plans and implements school health management protocols for the child with chronic health problems, including the administration of medication.
 6. Participates in home visits to assess the family's needs as related to the child's health.
 7. Develops procedures and provides for crises intervention for acute illness, injury and emotional disturbances.
 8. Promotes and assists in the control of communicable diseases through preventive immunization programs, early detection, surveillance and reporting of contagious diseases.
 9. Recommends provisions for a school environment conducive to learning.
10. Provides information on health.
- a) Provides health information to assist students and families in making health-related decisions.
 - b) Participates in health education directly and indirectly for the improvement of health by teaching persons to become more assertive health consumers and to assume greater responsibility for their own health.
 - c) Provides information to adolescents concerning health problems in order to encourage responsible decision-making practices.
 - d) Serves as a resource person to the classroom teacher and administrator in health instruction and as a member of the health curriculum development committees.
11. Coordinates school and community health activities and serves as a liaison person between the home, school, and community.
12. Acts as a resource person in promoting health careers.
13. Engages in research and evaluation of school health services to act as a change agent for school health programs and school nursing practices.
14. Assists in the formation of health policies, goals and objectives for the school unit.

D. Administration:

1. Is responsible for maintaining and updating cumulative health records.
2. Helps develop/revise school health policies, procedures and standing orders.
3. Prepares the budget for school health supplies.
4. Reviews, revises and implements emergency policies, including in-service health and safety programs for personnel.
5. Prepares first aid kits for each building.
6. Organizes, instructs, and supervises school health volunteers or assistants.
7. Reports regularly in writing to the principal and superintendent on school health activities.
8. Prepares statistical reports for the Department of Educational and Cultural Services and Department of Human Services for the superintendent's signature as required.
9. Implements the school medication policy and procedure.

E. Coordination:

1. Interprets school health services to school personnel.
2. Plans, implements, and supervises school health screening programs in accordance with state and district requirements and recommendations. Provides follow-up services when indicated.
3. Interprets appraisal findings, and helps students and parents accept responsibility for diagnosis and treatment.
4. Serves as a health liaison between school, home, and the community. Makes home visits as needed.
5. Encourages parents to maintain current immunization protection as recommended by the Department of Human Services.
6. Participates in the health aspects of kindergarten pre-registration.
7. Helps school personnel recognize departures from appropriate behavior and growth patterns; helps students and staff adjust student programs when necessary to accommodate health needs of students.
8. Serves as a resource person to school personnel. Participates selectively in classroom instruction under the supervision of the teacher.

RECOMMENDATIONS

1. Attend the annual school nurse update sponsored by the Department of Education in its entirety.
2. Read the Faculty Handbook, Student Handbook, Physical Education Handbook, Pupil Evaluation Team Handbook, and the School Health Manual.
3. Get to know the key people: administration, faculty, the guidance and physical education personnel, secretaries, custodians, bus drivers.
4. Obtain a private area for assessment/counseling, with proper ventilation, lighting, heat, telephone, filing, and resource materials.
5. Obtain needed supplies and equipment for the nurse's office. Include a telephone.
6. Meet with the teachers to acquaint them with the health program, health services offered and classroom emergency procedures for first aid.
7. Set up first aid kits for the various areas of your schools.
8. Set up a daily log to list those students who visit the nurse's office, or need special attention.
9. Review students' health records and inform school personnel of special health problems, possible school safety hazards. This is an excellent time to have handouts ready for the faculty in such areas as epilepsy, diabetes, etc.
10. Plan to attend as many faculty meetings as possible. This helps identify the school nurse as a member of the staff.
11. Keep lines of communication open between nurse and teachers, nurse and administration, nurse and parents, and nurse and guidance department.
12. Participate in the preparation of the school health services budget.
13. Develop full year plan for scheduled health activities including accommodated mandated reporting.
14. Join your professional organization, the state Association of School Nurses.
15. Prepare reports monthly/yearly. It is extremely important to document school nursing activities. This documentation provides both the superintendent and school board with information to support the need for school nursing. A yearly report should summarize data in the monthly reports.

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

**Friendship Lead Academy
Waivers Requested in Original Application
2015 Open-Enrollment Application**

1. Board of Directors/School Board Elections

ARK. CODE ANN. § 6-13-608 Length of Directors' Terms

ARK. CODE ANN. § 6-13-611 Vacancies Generally

ARK. CODE ANN. § 6-13-615 Local Option to Elect Directors from Single-Member Zones

ARK. CODE ANN. § 6-13-616 Qualifications of Directors

ARK. CODE ANN. § 6-13-618 Organization – Disbursing Officer

ARK. CODE ANN. § 6-13-619(c) Meetings

ARK. CODE ANN. § 6-13-620 Powers and Duties

ARK. CODE ANN. § 6-13-621 Authority to Convey Section Lands

ARK. CODE ANN. § 6-13-628 Purchases in Small Communities Without Bids

ARK. CODE ANN. § 6-13-630 Election by Zone and At-Large

ARK. CODE ANN. § 6-13-631 Effect of Minority Population on Elections

ARK. CODE ANN. § 6-13-633 Vacancy

ARK. CODE ANN. § 6-13-634 School District Board of Directors – Size

ARK. CODE ANN. § 6-13-635 School Board Review and Approval of Salary Increases

Friendship Lead seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Friendship is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Friendship's charter. The waivers requested under the Ark. Code Ann. §§ 6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. § 6-13-619 and the board training requirements under Ark. Code Ann. § 6-13-629.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals. The Applicant should provide as much detail about the structure and operation of its governance as possible.

Applicant Response:

The board of Friendship is made up of individuals who are focused on student outcomes. We seek board members who are committed to working with Friendship over the long term and who are concerned about student outcomes whether or not they were up to be reelected.

See application section C-2

Remaining Issues: None

2. Licensure

ARK. CODE ANN. § 6-15-1004 Qualified Teachers in Every Public School Classroom

ARK. CODE ANN. § 6-17-301 Employment of Licensed Personnel

ARK. CODE ANN. § 6-17-302 Public School Principals – Qualifications and Responsibilities

ARK. CODE ANN. § 6-17-309 Licensure – Waiver

ARK. CODE ANN. § 6-17-401 Teacher's License Requirement

ARK. CODE ANN. § 6-17-902 Definitions [Arkansas Teachers' Salary Law]

ARK. CODE ANN. § 6-17-919 Warrants Void Without Valid Certificate and Contract

ADE Rules Governing Educator Licensure

Standards for Accreditation 15.02 Principals

Standards for Accreditation 15.03 Licensure and Renewal

Friendship requests this set of waivers because we seek to provide a unique program. Friendship selects educators based upon grit, classroom and culture management, high expectations, commitment to data-driven instruction, and past achievement. Continuous targeted support and development is critical in closing the achievement gap.

All of our teachers will be Highly Qualified and will need to meet specific rigorous Friendship network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.

Friendship builds human capital through annual training for all new principals and other leadership team members. The training addresses the fundamentals of school organization,

student management, and student achievement. A year-round leadership development program supports the growth of principals in effective leadership.

Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.

Legal Comments: None

3. Uniform Date of Beginning and End of School Year

ARK. CODE ANN. § 6-10-106 Uniform Dates for Beginning and End of School Year

Friendship's model uses more time on instruction to accelerate student achievement. A longer school day and year requires that the state date and end of date of school is extended.

Legal Comments: The Applicant should describe how it intends to count a "school day." It appears the Applicant may also need to request a waiver from ARK. CODE ANN. § 6-16-102.

Applicant Response:

A school day is any calendar day that students attend not inclusive of weekends.

Friendship requests a waiver of ARK. CODE ANN Section 6-16-102. This was erroneously omitted from the initial application.

Remaining Issues: The Applicant should be prepared to discuss the hour-by-hour structure of its school day before the Authorizer.

4. Minimum Salaries for Classified Employees

ARK. CODE ANN. § 6-17-201(c)(2) Personnel Policies Requirements

ARK. CODE ANN. § 6-17-807 Additional Days

ARK. CODE ANN. § 6-17-2201 et seq. Classified School Employee Minimum Salary Act

ARK. CODE ANN. § 6-17-2301(c) Personnel Policy Law for Classified Employees

ARK. CODE ANN. § 6-17-2401 et seq. Teacher Compensation Program of 2003

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites Sections 4.02.3, 5.00, 6.00, 7.00, and 8.00

We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the Friendship compensation policy, which includes a salary

schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in budgeting.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals. The Applicant should explain the duties of each of its projected classified employees.

Applicant Response:

See job descriptions attached to review response and application section.

Maintaining a balanced budget and quality operation along with ensuring the ability to hire and retain quality classified personnel is necessary to ensure that the best teacher is in every classroom.

Remaining Issues: The descriptions referenced in the initial Legal Comments were not found in the attached list of job descriptions. The job descriptions that were found in the attached list were very brief.

5. Class Size and Teaching Load

Standards for Accreditation 10.02 Class Size and Teaching Load

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 450 for grades K-8. Class size at Friendship Lead will not exceed 20 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals.

Applicant Response:

In order to ensure that Friendship meets the goals (For example) a minimum of 1.5 years growth on NWEA MAPP it is necessary that we have the flexibility of class sizing. In certain instances smaller classes help with student performance but there is other research to the contrary. We request the ability to make the right decision on class size to meet the needs of the students served.

Remaining Issues: None

6. Superintendent

ARK. CODE ANN. § 6-13-609

ARK. CODE ANN. § 6-17-427 Superintendent License – Superintendent Mentoring Program Required

ADE Rules Governing the Superintendent Mentoring Program

Standards for Accreditation 15.01 School District Superintendent

Friendship seeks exemption from these portions of the Education Code and the ADE Rules to allow Friendship the flexibility to utilize an Executive Director and a School Principal in fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Friendship to promote the most efficient use of human and financial resources in the school.

Friendship seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Friendship school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.

Legal Comments: No waiver is required from ARK. CODE ANN. 6-13-609, as it has been repealed.

Applicant Response:

Please remove the request for the waiver of ARK. CODE ANN. 6-13-609, as it has been repealed.

Remaining Issues: None

7. Library Media Services

ARK. CODE ANN. § 6-25-101 et seq. Public School Library Media and Technology Act

Standards for Accreditation 16.02 Media Services

We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses combines with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with Friendship to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program.

Legal Comments: Rationale should be provided to explain how this waiver will help the

Applicant meet its goals. The Applicant should explain the make-up of “classroom libraries” and should provide examples of how these libraries are intended to be used in its “arts-infused program.”

Applicant Response:

Friendship maintains classroom libraries that are geared towards the content being taught in the classroom. It is vital for the success of the scholars that teachers and principals are allowed to select the appropriate books for the classrooms.

Remaining Issues: The Applicant should be prepared to provide a more detailed explanation of the classroom libraries and its arts-infused program before the Authorizer.

8. ALE

ARK. CODE ANN. § 6-15-1005(b)(5) Safe, Equitable, and Accountable Public Schools

ARK. CODE ANN. § 6-18-503(a)(1)(C)(i) Written Student Discipline Policies Required

ARK. CODE ANN. § 6-48-101 et seq. Alternative Learning Environments

Standards for Accreditation 19.03

ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of an Alternative Learning Environment) Section 4.00

It is the intention and commitment of the founders of Friendship to educate all students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures and respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.

Legal Comments: Rationale related to ALEs should be provided. The Applicant should provide examples of how its “arts infusion” helps connect with students who are struggling and make them successful. The guidance program will not be operational until, at the earliest, mid-year in the first year of the school’s operation.

Applicant Response:

Applicant uses multiple interventions including advisory, Read 180, and COMPASS Math. Each student has an individualized learning plan, which incorporates math, science, socials starts, reading and Art. Each student is assigned an advisor who is responsible for monitoring their individual plans. Additionally Read 180 and Compass have their own coach. A school based

counselor wil be more focused on to an thru college preparation and not student interventions.

Remaining Issues: This answer is confusing. The role of the guidance program is still unclear, and there is no explanation of why the guidance position is set to be a mid-year hire, nor how the Applicant intends to find qualified applicants for a position at the mid-year point when most qualified would-be applicants are already employed at schools. The identity of the "advisors" mentioned in the Applicant Response above as being assigned to each student is left unclear.

Desegregation Analysis: Fully Responsive

**ADE LEGAL
DESEGREGATION
ANALYSIS**

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Friendship Lead Academy

Date: September 30, 2015

I. INTRODUCTION

Friendship Education Foundation submitted an application for an open-enrollment public charter school, Friendship Lead Academy. The proposed charter school would be located within the boundaries of the Little Rock School District. The proposed charter school would provide instruction to students in grades kindergarten through eighth (K-8). The proposed charter school would possess a student enrollment cap of 450. According to its application, the proposed charter school expects to draw students from the Little Rock, North Little Rock, Pulaski County Special, Benton, and Bryant school districts.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Ark. Code Ann. § 6-23-106(b) requires the charter authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

The applicant addresses Desegregation Assurances on page 38 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school, and for open-enrollment charter schools operating in the same county, is:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	271 1.16%	557 2.38%	15,371 65.79%	2,925 12.52%	75 0.32%	4,164 17.82%	23,363 --
N. Little Rock School District	37 0.43%	99 1.15%	5,062 59.03%	680 7.93%	29 0.34%	2,669 31.12%	8,576 --
Pulaski Co. Spec. School District	S39 3.25%	319 1.92%	7,238 43.62%	1,194 7.20%	71 0.43%	7,218 43.50%	16,592 --
DISTRICT TOTAL	847 1.75%	975 2.01%	27,671 57.03%	4,799 9.89%	175 0.36%	14,051 28.96%	48,518 --
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PC55D)	0 0.0%	14 1.9%	112 15.0%	37 4.9%	7 0.9%	579 77.3%	749
Covenant Keepers (LRSD)	0 0.0%	0 0.0%	89 56.7%	68 43.3%	0 0.0%	0 0.0%	157
E-Stem (LRSD)	S1 3.5%	47 3.2%	666 45.6%	93 6.4%	3 0.2%	602 41.2%	1,462
Jacksonville Lighthouse (PCSSD)	1 0.1%	19 2.1%	493 54.0%	88 9.6%	8 0.9%	304 33.3%	913
Lisa Academy (LRSD/NLRSD)	13 2.1%	188 18.3%	568 42.8%	203 9.9%	19 0.6%	497 26.3%	1,488
LR Prep Academy (LRSD)	3 0.8%	2 0.5%	359 90.2%	33 8.3%	0 0.0%	1 0.3%	398
Premier High School (LR5D)	1 0.8%	0 0.0%	107 1-%	4 3.1%	0 0.0%	18 13.8%	130
SIATech Little Rock (LRSD)	2 1.3%	2 1.3%	129 84.9%	1 0.7%	0 0.0%	18 11.8%	152
CHARTER TOTAL	71 1.3%	272 5.0%	2,523 46.3%	527 9.7%	37 0.7%	2,019 37.1%	5,449 --
COUNTYWIDE	918	1,247	30,194	5,326	212	16,070	53,967

TOTAL	1.7%	2.3%	55.9%	9.9%	0.4%	29.8%	
School Districts Outside Pulaski County							
Bryant School District	108 0.8%	153 1.6%	1,210 11.6%	856 7.6%	27 0.5%	6,663 77.8%	9,017
Benton School District	117 2.7%	48 0.8%	399 7.4%	359 6.6%	17 0.4%	4,060 82.1%	5,000

Source: ADE Data Center, Oct. 1, 2014 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to "achieve a system of determining admission to the public schools on a non-racial basis." *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Benton or Bryant School Districts. The ADE is aware of the existence of a desegregation order applicable to the Pulaski County Special, Little Rock, and North Little Rock school districts.

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the

Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because Friendship Lead Academy would draw students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting an open-enrollment charter for Friendship Lead Academy will negatively affect PCSSD's efforts to achieve full unitary status.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school's existence.

- Data Nights
- Parent Volunteer Program
- Annual Parent Surveys

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Friendship Lead will locate its open-enrollment charter school in Little Rock, Arkansas within the boundaries of the Little Rock School District. Friendship Lead expects to obtain most of its students from within the boundaries of the Little Rock School District with the remaining students coming from North Little Rock and Pulaski County.

Friendship Lead is required by Ark. Code Ann. Section 6-23-106 to carefully review the potential impacts its opening would have upon the efforts of the school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Friendship Lead has substantiated that the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) have been found by the Federal District to be unitary in all respects to their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and NLRSD and the status of PCCSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Friendship Lead cannot be said to have a negative impact on the LRSD, NLRSD, and PCCSD's ability to comply with the districts court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Friendship Lead is requesting an enrollment cap of 450 students. According to the 2014-2015 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; and the LRSD had a student population of 23,363 students. Ark Code Ann. Section 6-23-106 requires that Friendship Lead must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. Section 6-23-106 also requires that Friendship Lead's operation not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Friendship Lead's careful review of the relevant statutes and court orders affecting the 3 Pulaski County School districts and the student populations of such shows that such negative effect is not present here.

In January 2014 Federal District Judge D. P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al. Case NO. 4:82-CV-866-DPM, U.S. District Court Eastern Division of Arkansas Western Division) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Court of Appeals concerning charter school issues.

In conclusion, Friendship Lead submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD, or PCSSD, nor the Settlement Agreement prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in LRSD/ Pulaski County.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Friendship Lead Academy

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Friendship Lead Academy

Grade Level(s) for the School: K-8 Student Enrollment Cap: 450

Name of Sponsoring Entity: Friendship Education Foundation

Other Charter Schools Sponsored by this Entity (Name and Location):

Friendship at Calverton (Baltimore, Maryland)

Friendship at Cherry Hill (Baltimore, Maryland)

Friendship Capitol High (Baton Rouge, Louisiana)

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Kimberly Williams

Address: 610 Florida Street Suite 110 City: Baton Rouge

ZIP: 70801 Daytime Phone Number: (225) 573-3492 FAX: (225) 346-5452

Email: kwilliams@friendshipusa.org

Charter Site

Address: 7723 Colonel Glenn City: Little Rock

ZIP: 72204 Date of Proposed Opening: August 2016

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (_____) _____

The proposed charter will be located in the Little Rock School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Donald Hense Position: President and Founder State of Residence: DC

Name: Patricia Brantley Position: COO State of Residence: DC

Name: Kimberly Williams Position: Executive Director State of Residence: LA

Name: Joe Keeney Position: CFO State of Residence: CT

Name: Melissa Fox Position: Finance Director State of Residence: LA

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

23,363 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Litrle Rock School District</u>	<u>Pulaski County Special School District</u>	<u>North Little Rock School District</u>
<u>Benton County</u>	<u>Bryant County</u>	

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Friendship Lead is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens. Friendship Lead seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.

Friendship Arkansas will be the charter holder for the school operating under the name Friendship Lead. Through a management agreement with the Friendship Education Foundation, Friendship Arkansas will replicate the program of the Washington, DC-based Friendship Public Charter School – a program that has spawned three high performing elementary/middle schools, been recognized by the DC State Education Officer for preparing students to graduate high school on time (greater than 90% cohort rate) and enroll in college (100% college acceptance rate for graduates), and helped to turnaround two of the lowest performing elementary/middle schools in Baltimore. The Friendship program was designed to instill an appreciation for education, high aspirations and personal standards that prepare students to become responsible contributors to their communities and world.

We seek to serve children from kindergarten to eighth grade in elementary and middle school classes. At capacity we will enroll approximately 450 students. The student population targeted will be predominantly low income, minority children with a moderate to high incidence of special needs. Independent studies show that at-risk children are a population that most benefits from Friendship's model of instruction, intervention and co-curricular programs.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Friendship's model draws on three tenets of Friendship's culture of achievement: strong leadership, a consistent message of achievement from all of the school's stakeholders, and an organizational structure conducive to fostering achievement. Friendship does not bring a simple program or philosophy to its mission; rather, it delivers a comprehensive educational package that uses research based, Common Core-aligned curricular resource materials to lead students to meet and surpass rigorous standards as measured by their post-assessments.

The curriculum framework of Friendship has three primary components: 1) a solid foundation of core academic subjects, 2) exposure-to-the-world to prepare students for both extended learning and global citizenship, and 3) college level coursework connected to career study (in the high school grades). To instill students with a strong fundamental education, research-based, core curriculum materials are used in conjunction with deep training for teachers in a standards-based curriculum implementation process. Friendship's "backwards design" model trains teachers to plan with the end in mind.

Friendship's theory of change starts with the creation of a positive learning environment and does not sacrifice the need for long-term transformation in order to realize short-term gains. Friendship's commitment puts an emphasis on having the infrastructure in place so that a performance and results-oriented culture flourishes and school leadership acts in ways that are fully supportive of, and responsive to, academic and instructional needs.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on July 24, 2015 at 6:00 P.M. at the Dee Brown Library located at 6235 Baseline Road in Little Rock. The meeting was presided over by Ms. Kimberly Williams, Executive Director of Friendship Education Foundation. It included a 45 minute presentation on the Friendship national model and success serving similar student populations in DC, Baltimore and Louisiana. The presentation focused on the Friendship School Model and included a question and answer session. No further information was requested and no one present spoke in opposition to the proposed school.

The notice of public hearing was posted in the Arkansas Democrat Gazette on July 3, July 10 and July 17 in the news section. See Attachment B for ad copies reflecting publication dates. Emails were sent to superintendents of affected school districts notifying them of the hearing. Copies of these emails are included in Attachment B.

Additional supporting documentation is also included in Attachment B.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. ***The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Friendship Arkansas will be incorporated as an Arkansas nonprofit organization. The existing non-profit management organization, Friendship Education Foundation, has submitted its application for 501(c)3 status to the Internal Revenue Service. See Attachment A.

Board Composition

A Board of Directors will govern the school. Board members are being recruited. Friendship is seeking civic or educational local leaders who are involved in educational reform or have experience evaluating senior executives, and are, therefore, highly qualified to evaluate the school leader.

The Friendship Arkansas board members will be representative of the community in which the school is located. They will have a diverse set of professional skills and practical work experience in the areas of education, public/non-profit and/or for-profit administration or operations, community development, finance, and law. Parents who meet or supplement these criteria will be considered for board membership.

Responsibilities of the Board of Directors

Governance: The board is responsible for:

- Formulation and supervision of overall school policy
- Approval of and monitoring the school's annual budget
- Supporting the school's mission and purposes
- Monitoring, evaluating and holding management accountable for school performance
- Approval of the school leadership teams and assessment of their performance
- Ensuring effective organizational planning and sound board policy
- Ensuring adequate resources
- Management of resources effectively
- Enhancing public standing
- Ensuring legal and ethical integrity and maintaining accountability
- Recruitment and orientation of new board members and assessing board performance.

Board Committees: Friendship plans to form the following committee structure:

- Discipline Committee to oversee the handling of matters relating to student discipline. The Discipline Committee may recommend Codes of Conduct for adoption by the Board of Trustees and may, by majority vote of the members of the Discipline Committee, approve on behalf of the Board of Trustees expulsions of students from Friendship Philadelphia.

- Finance Committee to oversee the financial management of Friendship Lead. The Finance Committee shall recommend an annual budget for adoption by the Board of Trustees and may, by majority vote of the members of the Finance Committee, accept the annual audit of financial statements on behalf of the Board of Trustees.
- Personnel Committee, which may include persons who are not Trustees but shall not include any person who is also an employee of Friendship Lead to make recommendations to the Board of Trustees with respect to the hiring, retention, eventual retirement, and compensation of school leaders.

Oversight

The board will have login access to Friendship's performance management dashboard system. The system provides real-time input on enrollment, attendance, discipline, interim assessment results, and summative assessment results. As a national leader in the development of performance management systems, Friendship has a highly developed performance management system that the board will find user-friendly. The Friendship Lead school will use all of the performance management tools employed by Friendship elsewhere. The board will also receive a standard monthly financial reporting package that includes a statement of budget vs. actual results, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the board treasurer or finance committee prior to each monthly board meeting.

Meetings of Board of Directors

The board will meet monthly throughout the year, usually at the school. Date, time, and place of all board meetings will be included in the school calendar that parents receive. The calendar will also be on the school website. Meetings of the Board shall be open to the public to ensure members of the community are able to communicate their concerns to the Board. Any person may speak at an open meeting of the Board. To the fullest extent allowed by law, all such discussions shall take place in an open meeting.

Friendship Education Foundation (FEF)

Friendship opened two elementary schools in 1998 and now operates six public charter schools serving grades preK-12 in the lowest income wards of the District of Columbia, and two turnaround schools serving grades K-12 in partnership with the school district of Baltimore City. Its charter and turnaround schools consistently outperform traditional public schools serving similar populations. Friendship also plans to work with 4th Sector Solutions, a provider of back-office services including financial management and reporting, school operations, and human resources management services that has served charter schools since 2004. Friendship has references from its current operation sites:

- Michelle Rhee, Founder and CEO of StudentsFirst and former Chancellor of DC Public Schools.
- Kaya Henderson, current Chancellor of DC Public Schools.
- Andres Alonso, CEO of Baltimore City Public Schools.

Friendship is considered one of the most effective educational providers by the Baltimore City Public Schools district leadership. Its schools serve disproportionately low-income and special education populations.

All of its DC charter schools serving grades preK-8 significantly outperform the DC Public Schools serving the most disadvantaged students (Wards 5-8), by 12-15%. Four of Friendship's six schools are larger than any of the comparable DCPS schools in total enrollment.

Friendship Collegiate Academy in DC, which enrolls 900 students, consistently achieves proficiency levels that are two to three times the levels of DCPS high schools serving similar populations.

Friendship's performance implementing a turnaround at Anacostia High School – for which it was originally hired by then DCPS Superintendent Michelle Rhee – was remarkable. A *Washington Examiner* article on October 14, 2012 noted, "Anacostia's high school graduation rate last year was 78 percent, up from only 56 percent only three years ago. Before our partnership began, no record was even kept of how many students were accepted to college -- a sign of where that aspiration fell in the scheme of priorities. Last year, half of our graduating students were accepted to college."

Unlike many other high-performing CMO networks, Friendship operates large schools (more than 500 students) effectively. Friendship's network includes the largest high school and four of the seven largest elementary schools out of over 80 charter and traditional public schools in Wards 5-8. Because of this scale, over the past 12 years, Friendship has improved the academic achievement of the largest number of high-needs students in DC.

Role of Administration

The Friendship Lead leadership team has not yet been selected. Job descriptions are attached. When selected, the team will include the principal and two deans/assistant principals (one of which starts in year two, and the other at full enrollment). Deans are instructional leaders of the school and act in concert with the principal to ensure that instructional goals are met. They are responsible for driving the school's mission and guiding principles to ensure a positive achievement focus and school culture among teachers, staff and students. Deans are assigned a cohort of teachers for observation, evaluation, and development. They guide staff to achieve high performance through data analysis, goal setting, providing meaningful feedback, and constructive evaluations.

Friendship also provides an instructional performance coach to support new and veteran teachers in becoming highly effective educators. Coaches support teachers to organize, set up, and manage a classroom by emphasizing the delivery of quality data-driven instruction using formative and interim assessments; leading data talks across grade levels or content; modeling excellent delivery of content; planning differentiated lessons; helping develop quality unit plans using the Understanding by Design (UBD) framework; observing and reviewing teachers' daily lesson unit plans; and providing feedback.

Additionally, deans are responsible for implementing the school-wide positive behavior plan to ensure an effective discipline system with high standards that is consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations. Deans advise Academic Advisors in creating a positive culture of behavior in the school and team with teachers, staff, social workers, the parent, curriculum, and professional development coordinators in the plan's development and implementation.

Parental Involvement

Parents will have a voice working with the board and principal through the school Parent Action Committee (PAC). The committee will help bring parents into the fold by fostering formal and informal opportunities to engage with school staff, other parents and other community members on school programming. The Parent Action Committee will provide opportunities for all parents to be an active part of the school's culture and model the core values. There will also be leadership opportunities within the PAC. In addition to PAC participation, parents sign a pledge committing to responsibilities as a member of our school community.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Friendship Lead is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens. Friendship Lead seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.

Friendship Arkansas will be the charter holder for the school operating under the name Friendship Lead. Through a management agreement with the Friendship Education Foundation, Friendship Arkansas will replicate the program of the Washington, DC-based Friendship Public Charter School – a program that has spawned three high performing elementary/middle schools, been recognized by the DC State Education Officer for preparing students to graduate high school on time (greater than 90% cohort rate) and enroll in college (100% college acceptance rate for graduates), and helped to turnaround two of the lowest performing elementary/middle schools in Baltimore. The Friendship program was designed to instill an appreciation for education, high aspirations and personal standards that prepare students to become responsible contributors to their communities and world.

We seek to serve children from kindergarten to eighth grade in elementary and middle school classes. At capacity we will enroll approximately 450 students. The student population targeted will be predominantly low income, minority children with a moderate to high incidence of special needs. Independent studies show that at-risk children are a population that most benefits from Friendship's model of instruction, intervention and co-curricular programs.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Little Rock School		
District Status	NEEDS IMPROVEMENT		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	65.21	59.74	75.35
Targeted Achievement Gap Group	57.23	51.96	70.32
African American	58.64	51.60	73.75
Hispanic	57.53	58.79	66.91
White/Caucasian	88.91	86.72	83.28
Economically Disadvantaged	57.43	51.58	69.56
English Language Learners/ Limited English Proficient	55.99	58.26	68.33
Students with Disabilities	22.45	31.04	76.62

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Wilson Elementary	
Grade Levels	P-5	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	56.67	58.33
Targeted Achievement Gap Group	53.15	54.95
African American	54.76	53.57
Hispanic	57.14	67.86
White/Caucasian	N<10	N<10
Economically Disadvantaged	57.00	58.00
English Language Learners/ Limited English Proficient	55.56	66.67
Students with Disabilities	12.50	28.13

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Henderson Middle School	
Grade Levels	6-8	
Campus Status	Needs Improvement- Priority	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	45.72	41.25
Targeted Achievement Gap Group	44.48	39.97
African American	45.42	38.64
Hispanic	42.03	47.83
White/Caucasian	61.54	66.67
Economically Disadvantaged	44.56	40.03
English Language Learners/ Limited English Proficient	39.71	47.83
Students with Disabilities	12.22	14.44

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Little Rock School District		
Campus Name	Parkview Magnet School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	84.19	71.79	94.72
Targeted Achievement Gap Group	75.41	62.28	93.33
African American	81.60	68.18	95.80
Hispanic	72.41	67.39	90.00
White/Caucasian	91.80	80.39	93.33
Economically Disadvantaged	78.45	61.93	94.12
English Language Learners/ Limited English Proficient	53.33	61.29	N<10
Students with Disabilities	N<10	55.00	N<10

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

Friendship Lead, though located in Little Rock, is an Open Enrollment Charter School and scholars from other districts may enroll. In Little Rock, where the school will be located, several areas have been left behind both economically and educationally.

In 2014, the Little Rock School District made little progress in strengthening academic outcomes for its scholars, particularly low-income scholars of color. The district did not meet AMO in any areas, for any sub-groups. Little Rock School District was rated "Needs Improvement" in both Literacy and Math in 2014. The district's overall proficiency was only 62.3%.

Parkview Magnet High School was rated "Needs Improvement" in 2014. The High School missed AMO in math for all students except for Students with Disabilities.

Henderson Middle School, the school closest to the proposed charter area, was also rated "Needs Improvement - Priority" in 2014. Henderson missed AMO in Literacy by at least 10% for all scholars. In math, Henderson missed AMO for all scholars except Caucasian by at least 15%. The AMO shortfall for subgroups in Literacy ranged from 10% for African American students to a high of more than 25% for ELL students. The AMO shortfalls were also significant in math ranging from approximately 16% for African American students to almost 22% for ELL students.

Students in Wilson Elementary (rated Needs Improvement) were similarly situated. Students -- regardless of subgroup -- were between 8 and 20% behind in Literacy and Math.

Overall, Little Rock families have a limited choice of high quality schools.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

The North Little Rock, Bryant and Pulaski County School Districts are adjacent to the home district of the proposed charter. According to the data provided by the Arkansas Department of Education all of these were in Needs Improvement Status on 2014. All 3 districts missed their AMOs in both math and literacy. None of the districts met their Growth AMOs in either Math or Literacy.

All 3 districts are also dealing with significant achievement gaps. In North Little Rock, Caucasian students graduate at rates almost 20% higher than students of color. Proficient and Advanced rates for Caucasian students for Math and Literacy are greater than 25% higher than the Proficient and Advanced rates for students of color. Additional less than 30% of students with disabilities are proficient in Math or Literacy.

Similarly in Pulaski County the district shows the same gaps to a smaller degree. Caucasian students score Proficient or Advanced at rates between 15% and 23% higher than African American students in both Math and Literacy. Students with disabilities are performing at less than 30% proficient as well.

In Bryant County where the proficients level is a 83.7% Caucasian students still out perform students of color at a rate of 12% in Literacy. This gap is more distinguished in Math with a 20% gap between Caucasian and students of color scoring proficient and advanced,

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Smaller Learning Communities (House/ Career Academies)

The purpose of the house/career academy structure is to give each student a smaller community within which s/he can grow and learn throughout his/her tenure in the academy. Smaller learning communities allow for differentiated instruction and the creation of individual learning plans so that each student will have a defined program of scholarship that allows him or her to excel.

The organizational structure of Friendship schools is unique and conducive to delivering a message of achievement, in that it will create smaller clusters of students within the larger school community. These smaller learning communities group students that are in similar positions with respect to academic and personal development. Using this structure, the school leadership is able to target students effectively using the best practices, teaching, and disciplinary techniques that have been proven to be most effective for students of a given age group. The school may have many grade levels, students still feel like they are in a small community of like-minded students.

Friendship's theory of change starts with the creation of a positive learning environment and does not sacrifice the need for long-term transformation in order to realize short-term gains. Friendship's school design puts an emphasis on having the infrastructure in place so that a performance and results-oriented culture flourishes and school leadership acts in ways that are fully supportive of, and responsive to, academic and instructional needs. Friendship anticipates effecting measurable change immediately, leading to a doubling of the number of students rated "proficient" in math and reading, a 50% increase in graduation rates (for high schools), and a 75% reduction in truancy within three to five years. Friendship welcomes the responsibility of playing a leadership role to raise the quality of education citywide. It maintains a ten-year vision of seeing high-performing organizations

across the board, believing that a widespread culture of achievement has positive effects on the capabilities of every individual student, teacher, and leader in every individual school.

Curriculum and Education Program

The Understanding by Design framework ensures that teacher teams make informed decisions about the specific texts, performance tasks, and other resources that will be included within a unit in order to provide cultural relevancy. The curriculum resource materials are reviewed carefully by the Friendship Curriculum Committee to ensure cultural relevancy in content, and equity of access for second-language learners. Opportunities for targeted differentiation for English Language Learners (and the supporting resources) are embedded in the resource materials and teacher lesson plans.

The curriculum framework of Friendship has three primary components: 1) a solid foundation of core academic subjects, 2) exposure-to-the-world to prepare students for both extended learning and global citizenship, and eventually 3) college level coursework connected to career study (for high school students). To instill students with a strong fundamental education, research-based, core curriculum materials are used in conjunction with deep training for teachers in a standards-based curriculum implementation process. Friendship's "backwards design" model trains teachers to plan with the end in mind. Through implementation of Understanding by Design, teachers use backwards design to plan units that address the six facets of understanding (explanation, interpretation, application, perspective, empathy, and self-knowledge). Understanding by Design facilitates the planning process by enabling teachers to clarify learning goals, assess student understanding, and craft engaging learning activities.

Friendship Honors and Supports the Whole Child

Integral to the Friendship model is support of the whole child. Teachers receive intensive training in using "differentiated learning" that is designing variations in lesson plans for children with different learning styles and diverse capabilities. Each campus has access to a school nurse and a mental health counselor in addition to the school guidance counselor. Each campus has regularly scheduled School and Student Staff Support Team (SSST) meetings to support individual students. Meeting typically in common teacher planning periods, SSST teams include: classroom teacher, school counselor, parent/guardian, school leader, mental health counselor and nurse.

Support for individual students is reinforced by the Friendship Design mandate to share individual academic data with students. Teacher's work with students to choose how they would show they have mastered an academic standard based on their interests, creativity and their learning styles. Friendship Lead will offer Saturday School for any child who needs extra help. The school will also offer Friendship Cares and other opportunities after school for students to challenge themselves in activities such as athletics, chess, band, and journalism.

5. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
To increase individual student performance in Reading as compared to the state and the LRSD average	State-approved Next Generation Assessments – ACT Aspire	Meet or Exceed the state average and the Little Rock School District's average in Reading performance	Annually Baseline 2016-2017
Lit. Growth: Each Year students grade level K-8 on average will meet or exceed their growth goal in Lit	NWEA's MAP reading assessments in fall, winter and spring. Fall data will be baseline.	Baseline data will be collected within the first month of school.	Annually
To increase individual student performance in Math as compared to the state and the LRSD average	State-approved Next Generation Assessments – ACT Aspire	Meet or Exceed the state average and the Little Rock School District's average in Math performance	Annually Baseline 2016-2017
Math Growth: Each Year students grade level K-8 on average will meet or exceed their growth goal in Math	NWEA's MAP math assessments in fall, winter and spring. Fall data will be baseline.	Baseline data will be collected within the first month of school.	Annually
Maintain a 95% attendance rate and 98% promotion rate	Data will be collected from APSCN	Friendship will meet or exceed the LRSD average in attendance and promotion.	Annually
Families will express overall satisfaction with Friendship Lead based upon regular surveys	Survey will be administered at least once annually at Parent Nights, PAC meetings and QLC meetings	The school will receive an overall rating of good or excellent.	Annually Baseline Spring 2016

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Friendship Lead's goals for reading and mathematics proficiency, student attendance and promotion, and stakeholder satisfaction are basic indicators of success to validate that Friendship's students are on the path to high school graduation and college and career readiness. Friendship's ultimate ambition for its students is lifelong success -- including college attendance, a rewarding career, familiar stability, and active contribution back to the community. None of these outcomes is likely if students fall off the path to academic proficiency in

elementary school.

The educational need identified in the data presented above for local non-magnet schools shows a consistent achievement gap and steady decline in proficiency from elementary through middle and high school. By addressing academic deficits early in elementary school and exceeding district average academic performance with a more at-risk student population, Friendship Lead will set its students on the path to high school success when they complete their K-8 experience.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

Please see schedule included in Attachment D.

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

Educational Philosophy: The **Culture Intensive** is a concentrated and focused course of study in which the whole school and all students participate, including special needs students, those receiving special education services, English Language Learners (ELL), and any students at risk of academic failure. The focus of the Culture Intensive is to instill the culture of achievement across the school. During the first weeks of school, in addition to the curriculum, every class devotes a significant amount of time to lessons devoted to teaching the school Code of Conduct and practicing the expected behaviors for each area of the school. The lesson plans in the Intensive do not assume students know appropriate behavior and, therefore, explicitly teach what is

expected.

The goals of the Intensive are to be sure students can articulate and demonstrate the code and that they are motivated to follow it. The lessons created for teaching the code are not unlike those in any other curriculum area. Just telling students is not enough. Students will need quality and engaging instruction including discussion, guided practice, and feedback in order to learn the expected behaviors. They need to be actively involved in understanding, practicing, and internalizing the code. These lesson plans also use fun activities to increase student enthusiasm and use positive reinforcement and incentives to engage their cooperation.

Instructional Techniques: Teachers are given state-of -the-art classroom technology tools and a multitude of resources to engage, motivate, and push students to high levels of academic achievement. Friendship provides extensive professional development and coaching to help teachers make the shift from a teacher-centered to a student-centered classroom. Teachers are trained to use the three-step “Gradual Release Model” as the foundation for differentiating instruction:

- **I Do:** The Gradual Release Model begins with a focus on teacher modeling. Students need plenty of opportunities to see an expert – the teacher – at work, interacting with texts and showcasing the thinking that undergirds doing a task well.
- **We Do:** Much of classroom instruction takes place in the central area of the Gradual Release Model – The Zone of Proximal Development. “Teaching in the zone” relies on scaffolding, support that is integrated into a lesson that guides student learning and prompts effective thinking.
- **You Do:** The rationale of the Gradual Release model is the constant attention to ceding increasing responsibility to the students for directing their own learning. Students need regular reminders that the focal point of instruction is to empower them to be able to accomplish important and sophisticated tasks without the support of the teacher and their classmates (Pearson and Gallagher).

Pedagogy Used to Support the Friendship Mission: A key feature of the differentiated classroom is that it is student-centered. Shifting the emphasis from the "teacher and instruction" focus to the "student and learning" focus means redefining the role of the teacher (Tomlinson, Wiggins, and McTighe, 2004). Friendship's professional development program supports teachers in making the shift to managing classrooms that exemplify this set of behaviors. Differentiated classrooms observe the following characteristics:

- Teachers and students accept and respect one another's similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work -- work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities, rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.
- The teacher uses a variety of strategies to target instruction to student needs.

Curriculum Map and Summary

The curriculum of Friendship Arkansas has three primary components: 1) a solid foundation of core academic subjects, 2) a world exposure program to prepare students for both extended learning and participation in the global community, and 3) college level coursework connected to career study (for high school students). Instilling students with a strong core education is considered crucial so use of research-based core curriculum materials is partnered with deep training for teachers in a standards-based curriculum implementation process.

Objectives, Content for Each Grade, and Rational for Curriculum Selection: Attached Rationale

Teachers in schools supported by Friendship are trained to apply the current research on instruction to best meet the needs of the students in their classrooms. Teachers use the “gradual release of responsibility” model

of instruction: I do, We do, You do. The cognitive load is passed from the teacher-as-model to the student for maximum learning (Fisher, Frey, 2008). The learning process starts in a structured manner, generally with a mini-lesson (I do), and becomes less structured as the responsibility transfers from the teacher to the student. The teacher facilitates the guided practice (We do) then releases the responsibility to the students through collaborative and independent work (You do). Teachers are expected to differentiate instruction at every phase based on the needs of their students.

Friendship's training program reinforces the idea that proficient teachers use a variety of appropriate instructional strategies based on the standards, lessons, and needs of their students. Friendship supports teachers in making the cognitive shift to become diagnosticians who skillfully determine the appropriate instructional "prescription" to ensure that students meet the standards and gradually release responsibility to students for ownership of their learning. Intense professional development is provided to ensure that teachers are equipped with the knowledge and skills to ensure that this happens effectively in each and every classroom. Friendship trains teachers to review the available curriculum resources and develop high-quality learning experiences that ensure that each student will learn as efficiently and effectively as possible. Friendship provides teachers with research-based, common core-aligned program materials from Houghton Mifflin Harcourt so that teachers will have at hand a plethora of resources to support the learning of their individual students. Through differentiated instruction, teachers enable students to achieve outcomes in ways that work best for each learner (Tomlinson, Wiggins, and McTighe, 2004). Friendship-trained teachers are always focused on learning for students at every level. Teachers continually ask the following key questions:

- How do we know our students are learning?
- What do we do when students are *not* learning?
- What do we do when students *have* learned?

Research

The Understanding by Design framework is known to be rigorous, engaging, and effective for the anticipated student population. Some specific research-based components required for the selection of curricular resource materials include:

- Explicit Strategy Instruction – Students must know, access, and apply specific strategies when reading texts and solving mathematics problems. Research shows that reading comprehension instruction must support students, directly and explicitly, to use the strategies needed to comprehend a text (Cantrell, Almasi, Carter, Rintamaa & Madden, 2010; National Reading Panel, 2000; Hollingsworth and Woodward, 1993). In mathematics, in order to become proficient and fluent with problem-solving, students must efficiently track what they know and how well or poorly an attempt at problem-solving is proceeding (Reyes, Suydam, Lindquist, & Smith, 1998).
- Writing Across the Content Areas – Students must have the ability to think and write across subject areas to meet the 21st century demands and the college-readiness standards of Common Core. In order to teach these skills, teachers must focus on both process and product (Chapman, 2006), providing students opportunities across the curriculum to process new information and make sense of complex ideas through writing (Knipper & Duggan, 2006).
- Explicit Strategies for Differentiation and Intervention – It is critical that all students receive access to grade-level content and strategies, while receiving the necessary support and scaffolding through intensive skills-instruction to "close the gap" for struggling learners (Au, 2002; Allington & Walmsley, 1995).

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

The Friendship Lead curriculum is aligned with national standards. The curriculum will be aligned to the Arkansas Common Core Standards and Arkansas Curriculum Frameworks. Our national team will work to align

with the standards as required by the state similar to what has been done in DC, Baltimore and Louisiana. The Common Core alignment process links grade level mastery objectives to state standards so that as students master specific course objectives, they are mastering state standards. The steps in the alignment process are as follows:

- Common Core and Arkansas Frameworks crosswalks are reviewed and studied to understand the shifts.
- These crosswalks are used as part of the pre-opening professional development where teachers 'unpack' the standards to gain a complete picture of the learning expectations for their students.
- Teachers then work in teams using Curriculum guides to complete their grade level crosswalks as a means of learning what they will teach.
- Specific training on the instructional program is then provided.
- Demonstration lessons taught by members of the staff and the Leadership Team help put it all together.
- Ongoing professional development and coaching by leadership is used to support teachers in the implementation of the education program.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Friendship Lead will have a guidance counselor (mid-year hire in year one) and access to two community resource specialists/psychologists. They will be devoted to students with mental health and social/emotional challenges and oversee Student Support Services and parent relations. They are supported by classroom teachers and school administrators who will provide input regarding the needs and progress of students needing mental, emotional, and social support. Initial information from enrollment and attendance prompts guidance counselors and mental health providers to talk to the students individually about personal and family needs. Confidential student records are maintained by school counselors and psychologists. Case management includes outreach to parents and extended family members and linkages to community resources and service providers.

B) Health services;

Applicant Response:

The school will comply with all state laws regarding staffing in this area. A nurse will manage all distribution of medication, train staff as needed to keep students safe (food allergies, etc.), manage student medical information in full compliance with all relevant privacy statutes, and advise the principal in the creation of necessary medical policies. The school nurse will work daily and will coordinate delivery of health services and will contribute to the professional development of school personnel as colleagues. The school's health service program shall insure administrative and office staff members will be trained in emergency procedures, first aid, CPR and administration of medicine.

The nurse may also teach some health education. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

C) Media center;

Applicant Response:

The school will not have a media center when it opens, and we have applied for a waiver from the staffing requirement. Instead, the school will open a computer lab so that students have access to the Internet for basic research. Additionally the school will use Scholastic Read 180 as a reading intervention software and provide classroom libraries in all classes.

D) Special education;

Applicant Response:

The special education programs at Friendship are well-aligned with the Least Restrictive Environment (LRE) requirements under the Individuals with Disabilities Education Improvement Act (IDEA: Section 300.114-300.117 and 300.320). Specifically, during the 2016-2017 school year, each campus will provide a continuum of services (inclusion and resource), which is the cornerstone of IDEA. Friendship offers a program that includes both instructional support and related services that are determined by the team to ensure that students meet academic and social goals. For instance, visually impaired students receive Orientation & Mobility (O&M) services and students with autism receive Applied Behavioral Analysis (ABA) support. Finally, specialized self-contained programs are available within the LEA to students who have disabilities that require a more restrictive setting. Except in rare instances when it is not in the best interest of the student, s/he is given opportunities to be successful with appropriate supports starting with an inclusion setting and moving only to a more restrictive educational setting when data and input from the Special Education team members require it.

The final decision about a student's ability to make progress within the school-based setting is the responsibility of the team. There are multiple methods for making a determination about the student's location and placement of services. The IEP can be enhanced to include additional supports or supplemental services, or the IEP team can request support from the Academic Affairs Office to conduct a panel review of the student's file and provide additional programming ideas. In the event that the team does not feel that the student's current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the board to have the student placed into a more restrictive, out-of-general education setting. The final decision about the student's next continuum of placement is made by the IEP team in conjunction with members of the Office of Academic Affairs SPED Leadership Team.

E) Transportation;

Applicant Response:

Friendship will provide transportation for students as required. Inspired by models of successful community-based schools nationwide, Friendship will encourage students and families to carpool as much as possible through such means as an online carpool "board" for students and families to connect. Friendship will initiate discussions with the appropriate officials to negotiate transportation options, including transportation for students with special needs. Friendship may also contract with a third-party vendor, such as First Student, to manage daily transportation for all students.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

It is the intention and commitment of the founders of Friendship Lead to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect

and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected. A waiver is being requested.

G) English Language Learner (ELL) instruction

Applicant Response:

Friendship is accustomed to accommodating students with multiple levels of ability and multiple learning styles in one classroom. The curriculum supports teachers in internalizing and gaining ownership over its content by guiding their thinking as they make instructional decisions about how best to lead the full range of students in their classrooms to achieve the rigor of the standards as measured by their post-assessments. To support the development of their units and daily lesson plans, Friendship adopts curricular resource materials that are aligned to Common Core State Standards.

H) Gifted and Talented Program.

Applicant Response:

The environment that meets the needs of high needs students also provides appropriate learning opportunities for gifted students.

The curriculum and culture of Friendship promote student success and reward teachers for results. Friendship believes that academic success starts with adults who commit to changing the school and its uses a performance-based compensation system. Tracking the behavior and outcome metrics of teachers and administrators is an integral part of Friendship's performance management system which uses a data tracking system as a platform for administrator and teacher accountability.

Per extensive research conducted by Perna in 2002, programs targeting low income students for academic success must contain the following critical components to be successful: creation of a culture with college completion expected of all, rigorous academic experiences, parental involvement in the education and college preparation process, early facilitation of course selection and career planning, and, eventually, college visits. the Gifted and Talented Program at Friendship contains all five elements.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Friendship Lead will be an open-enrollment public charter school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of Little Rock, and will be located within the boundaries of the Little Rock School District. It is anticipated that Friendship Lead will receive most of its students from the Little Rock, North Little Rock and Pulaski County Special School Districts; some students may also be received from the Benton and Bryant School Districts. The maximum enrollment in the first five (5) years of the charter will be 450 students.

According to the 2014-2015 enrollment information housed on the Department of Education Data Center's website, there were 23,363 students enrolled in the Little Rock School District; 8,576 students enrolled in the North Little Rock School District; 16,592 students enrolled in the Pulaski County Special School District; 5,000 students enrolled in the Benton School District, and 9,017 students enrolled in the Bryant School District. At its five (5) year maximum enrollment, it is estimated that up to 300 students would come to Friendship Lead Academy from the Little Rock School District; up to 75 students from the Pulaski County Special School District; up to 55 students from the North Little Rock School District, and up to 20 students from the Benton and Bryant School Districts combined.

It is possible that Friendship Lead will enroll students who currently attend private schools or who are home schooled students, thus further reducing the impact to the named school districts.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

Friendship will report annual school-wide progress on high stakes, state-mandated assessments to the school community each year. This report will be made available to parents during open houses and back-to-school nights, on the school website, and also to any parent or community member requesting the information.

Promotion and graduation criteria will be communicated regularly to parents and students. At the beginning of the school year, they will receive information regarding promotion and graduation requirements during orientation and open house sessions. In addition, parents will learn about student progress toward promotion throughout the school year by way of report cards and parent-teacher conferences.

Shorter reports on the school's progress will reach parents and the community through school newsletters, which will include general progress reports as well as the NCLB-mandated school report card. Moreover, the school will post its performance in common areas of the school, including the main office and front hallways for parents and community members to see.

The school will publish an Annual Report in compliance with ADE Rules reflecting academic progress for the previous year and progress towards meeting network goals.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Friendship Lead will enroll students based on preference and lottery status. The lottery will be held on or about April 1, each year. In accordance with federal laws, no student will be denied admission based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the state of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion or ancestry.

Enrollment Process

- The School will accept applications for enrollment up until the deadline, approximately April 1.
- All applicants will be included in the lottery.
- The following preferences will be honored in the enrollment process:
 - a. Siblings of current students - Students who share a common parent, either biologically or legally through

adoption. Whether the child resides in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings, and those that live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference. Foster children are not considered siblings of other children in the foster home unless they share a common parent.
* Applicants who are not selected for admission due to oversubscription will be added to the waitlist, which will be valid until the next lottery.

Friendship Lead will follow an enrollment plan. It will hold a transparent lottery to fill any vacancies and to create a wait-list. In early December, Intent to Return forms will be collected from currently enrolled students. The information collected in the above mentioned form will allow us to project the vacancies for the next academic year.

In early January, a marketing plan will be started to communicate to the public that Friendship Lead is accepting student applications for the following year. The deadline for all student applications to be considered for the lottery will be approximately April 1. A lottery will be scheduled early April.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Beginning in Year 2 students who share a common parent, either biologically or legally through adoption. Whether the child resides in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings, and those that live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference. Foster children are not considered siblings of other children in the foster home unless they share a common parent.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

If a school receives more enrollment forms than available seats, the school will conduct a randomized lottery, as required by law, in early April. This lottery must be observed or conducted by an outside third party. Students who meet the previously stated preference criteria are exempted from this lottery. These exempted students are then taken out of the lottery and are then enrolled in their grade, thus lowering the target lottery enrollment number for that grade. All other students who have applied to enroll in the grade for which there is to be a lottery are assigned a lottery number. Lottery numbers will be randomly pulled and assigned seats. Student names are then matched back to their lottery numbers. This process is repeated for all applicable grades. All students whose lottery number fall within the target number are enrolled. All other students are placed, in order, onto a waitlist.

In the event that applications exceed open seats and a lottery process is necessary to determine enrollment, all names will be drawn in order to create a priority-ranked waiting list to be used for future enrollment in the same school year. If and when there are openings at Friendship Lead, students will be pulled first from the waiting list based on priority order until all seats are filled.

Following the lottery, letters will be mailed to all the families in the lottery confirming they received a seat and to enroll or to notify of their waitlist status. Students on the waitlist are contacted as a seat in their grade becomes available. Enrollment is by blind lottery with no pre-screening and no post-lottery interviews. All students are welcome to apply to the school.

Friendship Lead maintains a sibling policy for siblings of currently enrolled students. Siblings are eligible for preferential status, which permits the student to pre-empt other students from the general lottery based on available seats. All families will attend a school orientation prior to the beginning of the school year.

Because we have a non-exclusive, open enrollment lottery, and blind admissions policy, with no pre-screening interview process, the majority of our students will be a direct reflection of the socio and economic demographics of the neighborhood.

Friendship Lead shall admit students of any race, color, national origin, and ethnic origin and every student shall enjoy all rights, privileges, programs, and activities generally accorded or made available to students at the school. It shall not discriminate on the basis of race, color, national origin, gender, disability and ethnic origin in administration of its educational policies, admission policies, and all other school-administered programs.

We will employ various methods to publicly announce the application/enrollment period and will communicate our desire to serve both English Language Learners and students with disabilities. The application form along with all dates and deadlines for the submission of new applicants for available grades will be posted on our school website. Hard copies of the application will be available at the school or by mail upon request. Community-outreach is an important element of our marketing and mission. We will distribute informational materials to the Head Start locations and day cares throughout Little Rock and surrounding areas, local businesses including libraries, community centers, and faith-based organizations. During the entire year, including the application and enrollment period, our offices will be open from 7 a.m. to 5 p.m. where we accept both phone calls and in-person inquiries from interested parents.

Once a student has been accepted to the school, a registration packet is given to the parents for completion. The packet consist of a student directory form (which collects emergency contact information in addition to demographic information), health assessment form, release of records from previous school, transportation request/information, media release, birth certificate, social security card, immunization records, parent/guardian identification, Free and Reduced lunch application, and any other required documentation by the State of Arkansas. Families have several weeks to accept their admission to the school. Any unfilled spots will be given to students on the waitlist.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

A weighted lottery is not necessary.

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

The Prior Charter Involvement template includes Donald Hense, Patricia Brantley, and Kimberly Williams of Friendship Education Foundation.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

FRIENDSHIP ARKANSAS

JOB DESCRIPTION

MISSION STATEMENT: The mission of Friendship Arkansas is to prepare students to become ethical, literate, well-rounded, and self sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.

POSITION TITLE: School Director

REPORTS TO: Chief Academic Officer and Board

SUMMARY DESCRIPTION OF POSITION: Responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school. He or she organizes, administers, supervises, and evaluates all aspects of the Friendship school design within the school and the greater school community. The school principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement. The school principal is responsible for planning improvements that directly address the following: student performance, the Friendship school design, financial management, and customer satisfaction. Achieving outcomes in these areas of accountability requires strong leadership. Leadership is viewed in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS: Thorough knowledge of Friendship policies and procedures and district and state regulations and laws. Thorough knowledge of curriculum, instruction, organizational patterns, school operations, and pupil services. Demonstrated competence in staff selection, training, supervision and evaluation. Demonstrated problem-solving skills and demonstrated ability to act effectively under stress. Ability to motivate, encourage, and work with staff to ensure outstanding performance as well as good morale. Excellent oral and written communication skills. Excellent interpersonal skills.

EDUCATION, TRAINING, AND EXPERIENCE: Master's degree from an accredited college or university with an emphasis in supervision, educational administration, school curriculum or a closely related field. Minimum of 5 years in teaching, administration or supervision of which at least 3 years must have been teaching n a school system. Completion of administrative internship program and/or experience as an assistant principal desirable. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: Meets certification requirements for supervision and administration.

PHYSICAL DEMANDS: None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Work beyond a 40-hour week and attendance at evening and weekend meetings, as required. Ability to respond to school requirements at any time.

FLSA STATUS: Exempt

EXAMPLES OF DUTIES AND RESPONSIBILITIES: Analyze, share, and use school and student achievement

data to develop and implement the school improvement plan. Implement systematic procedures to assess program effectiveness. Monitor curriculum implementation to ensure that the appropriate content and sequence are followed. Ensure that Friendship policies and procedures, as well as state and federal laws are followed. Develop a master schedule and related duty assignments. Enforce school district's code of conduct and appropriate disciplinary procedures in a timely and consistent manner. Work with teachers, parents, the School Admission, Review and Dismissal Team to ensure appropriate programming for all students. Identify staff training needs; develop and implement school improvement training plan to meet those needs. Supervise and evaluate staff. Develop requests for staffing and resources. Supervise the use and maintenance of the building and grounds. Prepare a variety of written reports and correspondence. Establish and maintain relationships with the PAC and other community organizations to ensure ongoing, two-way communication and initiate activities which foster productive parent and community involvement.

Perform related work as required.

POSITION TITLE: Dean

REPORTS TO: Principal

SUMMARY DESCRIPTION OF POSITION: Under the general supervision of the Principal, manages disciplinary actions, dress code, and oversees suspensions and expulsions for K-8 grade students. Plans and implements school programs designed to develop student character and discipline in accordance with Friendship Code of conduct. Oversee school programs to ensure that rules, policies, and laws outlined in the Friendship Code of Conduct are enforced. Monitor student engagement in the Alternative Center (In-School Suspension) to ensure the continuation of instruction for all students during their assignment to the Alternative Center. Plan and Coordinate with the Coordinator of School Culture and Student Support to identify resources for students and families of students with repeat offenses resulting in time spent in the Alternative Center. Work closely with Before and After School Programs to ensure the implementation of rules, policies and laws in accordance with the FPCS Code of Conduct. Assist administration with the development of the school-wide schedule to ensure compliance with achievement guidelines in developing and maintaining student achievement.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS: Experience with monitoring and observing classrooms, and demonstrating leadership by offering recommendations for growth and improvement that will impact student performance in the classroom. Experiencing with developing peer mediation programs. Knowledge of analyzing infraction data and creating weekly reports. Good oral and written communication skills, human relation and leadership skills.

EDUCATION, TRAINING, AND EXPERIENCE: MA/ MS degree in Education. Experience with diverse academic ability levels, gifted and at-risk students. Experience includes data analysis and report preparation. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: none

PHYSICAL DEMANDS: none

SPECIAL REQUIREMENTS: Work with the administrative to team to coordinate school functions, events, excursions, ceremonies, and athletic events. Attend evening school, community, and partnership meetings. Assist administration with the development of Student and Teacher Handbooks, Manuals, and Orientation Materials in compliance with Friendship school design.

FLSA STATUS: Exempt

EXAMPLES OF DUTIES AND RESPONSIBILITIES: Ensures the ongoing collaboration of planning and setting measurable goals for students to enhance and improve student performance in achievement and behavior. Attend IEP Meetings to ensure that strategies are received and shared that will improve the quality of student



performance based on individual students needs. Serves as a member of the Behavior Support Team to promote an effective school culture and monitor student/ teacher interaction. Develops and implements an effective School-Wide Behavior Management Plan that promotes a positive school culture.

Additional staff positions are included in Attachment E.



15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

Friendship Arkansas and Friendship Education Foundation plan to work with 4th Sector Solutions (www.4thsectorsolutions.com) to provide financial management and reporting services. 4th Sector has eight years of experience serving charter schools across the state of Louisiana, and its principals have provided charter school financial and operational consulting services to Friendship Public Charter School in Washington, DC since its founding in 1997. 4th Sector's services include financial management and reporting, human resources administration, school operations support, foodservice administration, and facility financing. 4th Sector's founder and CEO has over 18 years of experience serving the charter school sector nationally.

Friendship Arkansas will comply with Ark. Code Ann. § 6-21-301 et seq regarding purchasing, and will competitively bid all contracts in excess of \$10,000. The board will also adopt approval thresholds requiring board treasurer approval of all contracts in excess of \$5,000, and full board approval of contracts in excess of \$10,000. All payments and checks in excess of \$5,000 shall be signed by the board treasurer or president. All purchases in any amount shall be approved by the finance team to ensure they are within budget. The foodservice contract will be publicly bid in accordance with state and USDA regulations.

There will be a segregation of duties to ensure effective internal controls. In general, the approval function, the accounting/reconciling function, and the asset custody function will be separated among the 4th Sector finance team members. A specific example of segregation of duties implemented by the school is that the person who approves purchases will not be the person who issues the vendor payments, and the person who issues the payments will not be the person who performs the monthly bank reconciliation. In the unusual situation when there are functions that cannot be separated, a detailed supervisory review of related activities will be required as a compensating control activity.

All finances shall be managed through APSCN. The Friendship Arkansas board will review and approve the school's annual budget each year. In the third fiscal quarter the finance team will meet with the school leader to review potential enrollment, staffing, and funding scenarios, and discuss any new educational program initiatives. The budget model is comprehensive, allowing for person by person budgeting and detailed other than personnel projections. Based on the school leadership input, along with historical accounting data, the finance team will prepare draft budgets for review by the school leader, with different scenarios in order to optimize spending on school priorities. The agreed upon budget will be presented to the board finance committee for review. The finance team will then make appropriate adjustments based on input from the board finance committee, and present a final version to the board, for the board's approval and adoption in May or June. All actions to adopt, finalize, amend and implement the budget will be discussed and approved in open meetings.

Proposed budgets will include a contingency, which is designed for two purposes: (1) to minimize the effect to the program for negative events such as emergency facility repairs, enrollment shortfalls or unforeseen education needs; and (2) to build a reserve for future emergencies or facility financing needs. The goal of the school is to build reserves over time equal to at least 10% of annual expenses. To the extent allowable under its charter, the school will also seek to over-enroll students at the beginning of the year if possible, to account for any normal attrition or mobility. Once the school has an operating history, budgets are built with attrition

assumptions consistent with past practice.

After the budget is adopted, the finance team will meet monthly with the school leader to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with the principal to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always taken into account to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with the school leader to determine if the additional resources should be re-deployed on current year priorities or saved for future year. 4th Sector's finance team has extensive experience supporting school leaders in this process, having conducted hundreds of such monthly budget reviews over 15+ years.

The board will then receive a standard monthly financial reporting package that will include a financial dashboard (that included income statement, balance sheet, enrollment and staffing indicators), a contextual narrative summary of the school's finances, a year to date budget vs. actual comparison, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the board treasurer or finance committee prior to each monthly board meeting. Any proposed actions to re-balance the operating budget will be reviewed and discussed with the board finance committee.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

The budget template is included as Attachment E.

In the experience of Friendship Education Foundation – whose team has managed charter schools in several states over 15+ years -- a minimum of 100 students is necessary to operate a financially viable school. This level of enrollment enables the school to have a full-time administrator who is not also a teacher, pay for the facility expenses, and have a base of enrollment from which to expand additional grades in the future.

Friendship has a detailed, 300+ line start-up plan that will be implemented commencing in January 2016. Its

components include teacher recruiting and professional development, curriculum and FF&E purchasing, human resources policies and employee benefits, financial systems and insurance, and most importantly, student recruiting. Friendship Arkansas's student recruiting efforts will be tracked daily, and during weekly calls the start-up team will update its projection for opening day enrollment so that the appropriate number of teaching positions will be filled. Friendship Arkansas would seek to confirm its decision to open, based on projected enrollment, prior to the end of the previous school year.

In the event of a budget shortfall attributable to lower than expected student enrollment, Friendship Arkansas would seek to reduce non-mission critical non-personnel expenses, and adjust its staffing level to match the actual enrollment experienced. The Friendship Education Foundation would also consider deferring its management fee until a time when enrollment had stabilized, or even advancing a working capital loan to Friendship Arkansas to maintain academic program integrity. This flexibility also would enable Friendship Arkansas to handle any unexpected or urgent expenses.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

Friendship Arkansas will use the Arkansas Public School Computer Network. In addition, the 4th Sector finance team has extensive experience complying with generally accepted accounting principles and providing financial information to authorizers and other government authorities in the proper format. Friendship Arkansas plans to have the Legislative Auditor perform its first-year audit, and thereafter retain a third party audit firm experienced in independent charter school audits to review the school's financial information and adherence to the school's financial policies, and express an opinion on the financial statements. The independent audit report shall also include a report to management detailing any issues and corrective action needed.

The board of directors will exercise its oversight responsibilities by reviewing the periodic financial reports, requesting additional information as needed to understand the school's financial position fully and question any procedures or items on the financial statements. The board will select a treasurer with knowledge of finance or accounting, and that person will lead the Board's finance committee. The treasurer and finance committee will ensure that the board monitors the school's finances.

The school will perform a series of reconciliations, including monthly bank account reconciliations, throughout the year to ensure that employees are being paid their agreed upon amounts, that amounts paid are consistent with forecasted expenditures, that all payments to vendors are fully recorded in the school's accounting system and that all cash receipts are both recorded and consistent with amounts owed to it by state, federal, and local sources. The school will keep track of expenditures that meet its capitalization thresholds, and will perform periodic inventories to ensure that the school has proper control over these physical assets. The finance team will also conduct a mid-year internal audit to ensure accurate accounting and adherence to the school's adopted fiscal policies.

The board will utilize the following fiscal controls and financial management policies to remain informed and oversee the school's financial position:

- Review and approve the school's Accounting Policies and Procedures Manual: The Accounting Policies and Procedures Manual will be drafted by 4th Sector based on existing charter school best practices and using input from the school leader and finance committee. The base document is over 60 pages, including over 50 detailed policies and over 25 detailed procedures. The policies cover such areas as Internal Controls, Financial Management, Assets and Liabilities, Revenue, Cost Accounting, Property Management, Procurement, Travel, and Consultants and Contractors. The procedures include General Accounting, Cash Management, Grants Management, Payroll, Internal Controls, Property and Equipment, Accounts Payable, and Management Reporting. The board will set appropriate thresholds for contract or purchase approval, check signing authority, bank account opening requirements, and asset capitalization.
- Monthly meetings between the finance committee, school leader and the 4th Sector finance team: The board treasurer and/or finance committee will meet monthly with the finance team and the school leader to review the school's financial records in detail, including the most recent variance report of actual versus budgeted revenues & expenditures and balance sheet data. The finance committee can express any concerns they have at this time and make additional report requests as needed to ensure that they are comfortable with the financial information and financial condition of the school.
- Review of monthly financial statements: The board will review the school's financial statements, including a balance sheet, income summary, detailed statements that compare actual versus budgeted expenses, statement of cash flows, and financial forecast at the monthly board meeting.
- Annual budget approval. The board will review and approve the school's annual budget each year.

Overall, the culture of financial control and discipline will be established by having qualified finance staff implement appropriate control procedures and produce complete and accurate financial statements. This culture will also be enhanced by having a finance team with extensive experience supporting and responding to educational program initiatives desired by the school's leadership team while always maintaining a balanced budget. Working with an established financial management and reporting contractor also creates redundancy, so the school is not dependent on any single individual like a school business manager. The 4th Sector finance team also ensures transparency and segregation of duties, providing an additional level of control to protect the board and the school.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Friendship Lead will seek to open a school in the 2017-18 school year, and the appropriate facilities agreements will be completed prior to July 1, 2016.

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:

To be identified when facility is secured. No such relationships are anticipated.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility will be compliant with ADA and will not be within 1000 sf of any alcohol sales.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

None.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

Friendship Arkansas plans to adopt the following Conflict of Interest Policy.

1. Purpose. The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations or to charter schools.

2. Definitions.

(a) Interested Person: Any director, executive officer, or member of a committee with Board of Directors delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- i. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- ii. A compensation arrangement with any entity or individual with which the Corporation has a transaction or arrangement, or
- iii. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

3. Procedures.

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement

(b) Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing a Conflict of Interest.

- i. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest,
- ii. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement,
- iii. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

- iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
- v. All such transactions or arrangements shall be reviewed by the Board every six months for the duration of the transaction/arrangement.

4. Violations of the Conflicts of Interest Policy.

- (a) If the Board or committee has reasonable cause to believe a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the director's response and after making further investigation as warranted by the circumstances, the Board or committee determines the director has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Records of Proceedings. The minutes of the Board and all committees with board delegated powers shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.
- (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

6. Compensation.

- (a) A voting director of the Board who receives compensation, directly or indirectly, from the Corporation for goods or services is precluded from voting on matters pertaining to that member's compensation.
- (b) A voting director of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for goods or services is precluded from voting on matters pertaining to that member's compensation.

7. Annual Statements. Each director, executive officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- (a) Has received a copy of the conflicts of interest policy,
- (b) Has read and understands the policy,
- (c) Has agreed to comply with the policy, and
- (d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

8. Periodic Reviews. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

9. Use of Outside Experts. When conducting the periodic reviews as provided for in Article 8, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Friendship Arkansas will contract with a qualified foodservice vendor to provide high-quality meals for breakfast, lunch, and after school snacks that meet or exceed all requirements of the National School Lunch Program (NSLP). The contracting process will comply with all applicable federal (U.S.D.A.) and state regulations. Healthy nutritional standards are important to Friendship and the school will use grants and partnerships to provide additional health education and high quality food standards.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parental Involvement

Parents will have a voice working with the board and principal through the school Parent Action Committee (PAC). The committee will help bring parents into the fold by fostering formal and informal opportunities to engage with school staff, other parents and other community members on school programming. The Parent Action Committee will provide opportunities for all parents to be an active part of the school's culture and model the core values. There will also be leadership opportunities within the PAC. In addition to PAC participation, parents sign a pledge committing to responsibilities as a member of our school community.

Similarly, all parents will be encouraged to participate as volunteers within the school. The input we receive from the various stakeholders of our school will drive the success of the academic program, as students, parents, and community members alike will need to support our mission if we are to be successful as a school. Students will spend over seven hours a day in school; but once they leave our campus, it will be up to the community and their parents/guardians to reinforce the academic program and the core values that we have worked hard to instill during the school day. If we want to count on the school's stakeholders to work with us to instill these values in our children, we must measure the extent to which those people believe we are succeeding. As this school will be a school of choice, parents and students who choose the school will be aware of our mission and what we hope to accomplish; therefore, it will be up to us to follow through on that promise.

Friendship will keep potential parents and other community members abreast of the school's development through local community meetings, parent meetings and regular communication with community stakeholders. In order to engage and mobilize the school's community, Friendship will openly discuss and disseminate the mission and design of the school. Feedback from these community members will support the development of the programming as well as support student and staff recruitment efforts.

Friendship Lead will forge strong relationships between the home, school, and the community as a means of reducing barriers to student achievement. Research has shown that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced. Having a campus that is inviting and practicing consistent inclusion of parents in practical and tangible ways will be key to maintaining strong partnerships that ultimately benefit students. Friendship Lead will implement two major parent engagement strategies.

Parent Advisory Board: The Parent Advisory Board will be an organization that will bring parents and teachers together to promote the education and welfare of our children. The organization will raise funds for school supplies, educate parents, and help teachers to ensure that every child gets a high-quality education. Through the council, parents will have an avenue to organize and support the school in meaningful ways while also having a voice in the development of certain school-wide policies. The board will have officers, elections, and is open to all parents, guardians, and care-takers of students enrolled in our school.

Parent Workshops: The goal of parent workshops is to educate and empower parents as partners, advocates and lifelong teachers in their child's education through educational courses and leadership opportunities. Through these offerings, parents will have the opportunity to learn about various strategies to support the academic success of their children. Friendship will also intertwine elements of personal and professional growth for parents including topics such as financial literacy and health & wellness.

In addition to those strategies, we will implement the following positive engagement practices:

- Mobile Parent App
- Annual Open House and Back to School Night
- Quarterly Learning Contract Days
- Honors/Core Values Awards Assemblies
- Quarterly Parent Newsletter

- Data Nights
- Parent Volunteer Program
- Annual Parent Surveys

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

Friendship Lead will locate its open-enrollment charter school in Little Rock, Arkansas within the boundaries of the Little Rock School District. Friendship Lead expects to obtain most of its students from within the boundaries of the Little Rock School District with the remaining students coming from North Little Rock and Pulaski County.

Friendship Lead is required by Ark. Code Ann. Section 6-23-106 to carefully review the potential impacts its opening would have upon the efforts of the school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Friendship Lead has substantiated that the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) have been found by the Federal District to be unitary in all respects to their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and NLRSD and the status of PCCSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Friendship Lead cannot be said to have a negative impact on the LRSD, NLRSD, and PCCSD's ability to comply with the districts court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Friendship Lead is requesting an enrollment cap of 450 students. According to the 2014-2015 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; and the LRSD had a student population of 23,363 students. Ark Code Ann. Section 6-23-106 requires that Friendship Lead must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. Section 6-23-106 also requires that Friendship Lead's operation not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Friendship Lead's careful review of the relevant statutes and court orders affecting the 3 Pulaski County School districts and the student populations of such shows that such negative effect is not present here.

In January 2014 Federal District Judge D. P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al. Case NO. 4:82-CV-866-DPM, U.S. District Court Eastern Division of Arkansas Western Division) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Court of Appeals concerning charter school issues.

In conclusion, Friendship Lead submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD, or PCSSD, nor the Settlement Agreement prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in LRSD/ Pulaski County.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The Friendship Arkansas board will enter into a management agreement with Friendship Education Foundation. The agreement is performance-based, and the management organization will be required to ensure the Friendship Lead students make substantial academic progress and the school otherwise operates in compliance with applicable rules and regulations.

The management organization will be represented at monthly meetings of the Friendship Arkansas board. At those meetings it will report on the school's academic, financial and operational performance, and solicit feedback for performance improvements.

The board will evaluate the school leader as well as the management organization (and any back-office subcontractors) on an annual basis, using an established set of rubrics and evaluation instruments.

An important factor in Friendship's long term success is human capital development, including the development of a school leadership pipeline that will ensure long-term school leadership stability within Friendship Arkansas. Friendship will tap into its multi-state network of schools to attract the highest potential leaders to Friendship Lead, and will invest significantly in the professional development of the teachers and leaders at Friendship Lead. This training will include attendance at Friendship's leadership development programs in Washington DC as well as attendance in the Relay Graduate School of Education's school leader training programs.

Friendship Education Foundation's roots in the Friendship Public Charter School organization are deep. Its 15 year track record of delivering outstanding student achievement performance serving the lowest-income, most at-risk populations is one of stability, commitment to excellence, and long-term organizational success.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Board of Directors/ School Board Elections	Ark. Code Ann. §§ 6-13-608; 6-13-611; 6-13-615; 6-13-616; 6-13-618; 6-13-619(c); 6-13-620; 6-13-621; 6-13-628; 6-13-630; 6-13-631; 6-13-633; 6-13-634 and 6-13-635	Friendship Lead seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Friendship is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Friendship's charter. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensure	<p>Ark. Code Ann. §§ 6-15-1004; 6-17-301; 6-17-302 ; 6-17-309; 6-17-401; 6-17-902; 6-17-919</p> <p>Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts</p> <p>ADE Rules Governing Educator Licensure</p>	<p>Friendship requests this set of waivers because we seek to provide a unique program. Friendship selects educators based upon grit, classroom and culture management, high expectations, commitment to data-driven instruction, and past achievement. Continuous targeted support and development is critical in closing the achievement gap.</p> <p>All of our teachers will be Highly Qualified and will need to meet specific and rigorous Friendship network hiring standards. However, within those requirements, we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members.</p> <p>Friendship builds human capital through annual training for all new principals and other leadership team members. The training addresses the fundamentals of school organization, student management, and student achievement. A year-round leadership development program supports the growth of principals in effective leadership.</p> <p>Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Uniform Date of Beginning and End of School Year	Ark. Code Ann § 6-10-106 (uniform date for beginning and end of school year)	Friendship's model uses more time on instruction to accelerate student achievement. A longer school day and year requires that the start date and end of date of school is extended.		
Minimum Salaries for Classified Employees	Ark. Code Ann. § 6-17-2401 et seq. Minimum teacher compensation schedule Ark. Code Ann. §6-17-807. Ark. Code Ann. §6-17-2301(c). AArk. Code Ann. § 6-17-201(c)(2) Teacher personnel salary schedule Ark. Code Ann. §§ 6-17-2201 et seq. Minimum Salary Classified Employees Sections 4.02.3 5, 6, 7 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.	We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the Freindship compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up fit for a facility, we must be quite conservative in budgeting.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Class Size and Teaching Load	Standards for Accreditation 10.02	<p>We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. Total enrollment will not exceed 450 for grades K-8. Class size at Friendship Lead will not exceed 20 in K and 25 in all other grades except that the school may adjust the class size by 10% without exceeding the charter if circumstances require.</p>		
Superintendent	<p>Standards for Accreditation 15.01. Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.</p> <p>Ark. Code Ann. §§ 6-13-609 and 6-17-427</p> <p>ADE Rules Governing the Superintendent Mentoring Program</p>	<p>Friendship seeks exemption from these portions of the Education Code and the ADE Rules to allow Friendship the flexibility to utilize an Executive Director and a School Principal in fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Friendship to promote the most efficient use of human and financial resources in the school.</p> <p>Friendship seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Friendship school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Library Media Services	Ark. Code Ann. § 6-25-101 et seq. Standards for Accreditation Section 16.02	We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with Friendship to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Alternative Learning Environment	<p>Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.</p> <p>Section 19.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts</p> <p>Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of an Alternative Learning Environment).</p>	<p>It is the intention and commitment of the founders of Friendship to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures and respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected.</p>		

ATTACHMENT A

Friendship Education Foundation is a non-profit corporation that has submitted its 1023 application for 501(c)3 status to the Internal Revenue Service. Attached are the 1023 checklist, first and signature pages of the application, and proof of delivery to the Internal Revenue Service.

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, Power of Attorney and Declaration of Representative (if filing)
 - Form 8821, Tax Information Authorization (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A Yes _____ No

Schedule E Yes _____ No

Schedule B Yes _____ No

Schedule F Yes _____ No

Schedule C Yes _____ No

Schedule G Yes _____ No

Schedule D Yes _____ No

Schedule H Yes _____ No

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 2, Article 5
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 2, Article 6
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
• Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011



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1023Form (Rev. December 2013)
Department of the Treasury
Internal Revenue Service**Application for Recognition of Exemption (99)
Under Section 501(c)(3) of the Internal Revenue Code**

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

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)
Friendship Education Foundation		
3 Mailing address (Number and street) (see instructions)		4 Employer Identification Number (EIN)
120 Q Street NE		300F 46-4655147
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01-12)
Washington DC 20002		06
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 202-261-1700
a Name: Kimberly Williams		c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9a Organization's website: www.friendshipusa.org		
b Organization's email: (optional)		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 1 / 28 / 2014		
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form 1023 (Rev. 12-2013)

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 \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for 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 \$400 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).

- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here


(Signature of Officer, Director, Trustee, or other authorized official)

Kimberly Williams 7-16-15
(Type or print name of signer) (Date)

Executive Director
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form 1023 (Rev. 12-2013)


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Joe Keeney

IMPORTANT!

FedEx is closely monitoring the wildfires in Alaska, California, Montana, Oregon, and Washington. Learn More

FedEx® Tracking**780994601990**Ship date:
Thur 7/16/2015Actual delivery
Fri 7/17/2015 9:07 am

Friendship Education Foundation
 Kimberly Williams
 ste 110
 620 Florida St.
 Baton Rouge, LA US 70801
 225 573-3492

Delivered

Signed for by: G ROUATZN

Attn: Extracting Step 312
 Internal Revenue Service Center
 201 W RIVERCENTER BLVD
 COVINGTON, KY US 41011
 000 000-0000

**Travel History**

Date/Time	Activity	Location
- 7/17/2015 - Friday		
9:07 am	Delivered	COVINGTON, KY
8:12 am	On FedEx vehicle for delivery	ERLANGER, KY
7:59 am	At local FedEx facility	ERLANGER, KY
6:58 am	At destination sort facility	ERLANGER, KY
4:14 am	Departed FedEx location	MEMPHIS, TN
- 7/16/2015 - Thursday		
11:24 pm	Arrived at FedEx location	MEMPHIS, TN
8:08 pm	Left FedEx origin facility	BATON ROUGE, LA
7:09 pm	Picked up	BATON ROUGE, LA
5:59 pm	Shipment information sent to FedEx	
5:49 pm	Picked up	BATON ROUGE, LA
	Tendered at FedEx Office	

Shipment Facts

Tracking number	780994601990	Service	FedEx Priority Overnight
Weight	0.5 lbs / 0.23 kgs	Delivery attempts	1
Delivered To	Shipping/Receiving	Total pieces	1
Total shipment weight	0.5 lbs / 0.23 kgs	Terms	Not Available
Packaging	FedEx Envelope	Special handling section	Deliver Weekday


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ATTACHMENT B

Petition of Support
Friendship Lead Academy
July 24, 2015

PLEASE PRINT

PLEASE PRINT

Gee, tyranny, what big teeth you have



Arkansas Governor's School students (left to right) Maya Unger, Mariana Vilalobos and Abigail Pickhardt react to a Tyrannosaurus rex animatronic in the Dinosaurs Around the World exhibit at the Clinton Presidential Center in Little Rock on Thursday. The center offers free admission today and Saturday from 9 a.m. to 5 p.m.

Independence Day closings

The following state, federal and local government offices schedules may be affected by the Independence Day holiday on Saturday.

GARBAGE COLLECTION

Cammack Village: Regular schedule.

Jacksonville: Regular schedule.

Little Rock: Regular schedule.

Little Rock Recycling (Waste Management): Regular schedule.

Maumelle: Today's routes will run Monday.

North Little Rock: Regular schedule.

Sherwood: Today's routes will run Monday.

Wrightsville: Regular schedule.

Unincorporated areas of Pulaski County:

North of the river: Regular schedule.

South of the river: Regular schedule.

GOVERNMENT OFFICES

Cammack Village: Offices closed today.

Jacksonville: Offices closed today.

Little Rock Wastewater: Offices closed today.

Little Rock: Offices closed today.

Maumelle: Offices closed today.

North Little Rock: Offices closed today.

Sherwood: Offices closed today.

Wrightsville: Offices closed today.

Pulaski County Courthouse: Off-

AG office sets 6 'mobile' sites for early July

ARKANSAS DEMOCRAT-GAZETTE

The Arkansas attorney general's office has scheduled six "mobile" sites for the first half of July.

The mobile offices are designed to help Arkansans with consumer-related issues and filing consumer complaints against scam artists, according to a news release from the attorney general's office. Also, staff members at the mobile offices will be available to answer people's questions and explain other services.

Attorney General Leslie Rutledge, who took office in January, created the mobile-office initiative to make some of her office's services more accessible to people who live outside Little Rock.

The hours, dates and locations of the mobile offices are:

■ Hampton: 9:30-1:30 a.m.

Tuesday, Hampton City Hall, Council Room, 121 N. Second St.

■ Fordyce: 10:30-3:30 p.m.

Tuesday, Fordyce City Hall, Council Room, 101 S. Main St.

■ Helena-West Helena: 10 a.m.-noon Thursday, Hele-

na-West Helena City Hall,

Lobby, 226 Perry St.

■ Brinkley: 2-4 p.m. Thurs-

day, Mid-Delta Senior Citizen Center, Lobby, 709 W. Sixth St.

■ Fayetteville: 10 a.m.-noon

July 15, Fayetteville Senior

Activity and Wellness Cen-

ter, Lobby, 945 S. College Ave.

■ Van Buren: 2-4 p.m. July 15,

Van Buren Municipal Com-

plex, Council Room, 1003

Broadway.

More Arkansas News Every Day

Democrat-Gazette

fices closed today.

Federal: Offices closed today.

State: Capital: Open Saturday from 10 a.m. to 5 p.m.

POST OFFICE

Offices will be closed Saturday. Collection boxes will not be checked.

LIBRARIES

Central Arkansas Library System: Closed today through Sunday.

North Little Rock Laman Library: Closed today and Saturday.

Clinton Presidential Center: Today and Saturday are free admis-

sion.

PARKING

The Little Rock parking enforcement unit will give tickets for metered and timed spaces today in observance of Independence Day. However, metered parking at the airport will be enforced at all times.

THIRD GENERATION

Clinton Presidential Center: Today and Saturday are free admis-

SCHOOLS

Little Rock: Offices closed today.

North Little Rock: Offices closed today.

Pulaski County Special: Offices closed today.

CENTRAL ARKANSAS TRANSIT AUTHORITY

Offices will be closed today and Saturday. Buses and River Rail streetcars will not run Saturday.

TRANSPORTATION

North Little Rock: Offices closed today.

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Roof Repairs & New Roofs

Third Generation - Our 50th Year

DOUBBLE SPRINGS GRASS FARMS SUMMER SALE!

BERMUDA \$ 35*

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Holland Bottom Farms

A "Real" Farmers Market

Tomatoes picked red ripe.

Cherokee Purple (the ugly heirloom).

Cantaloupe, Zucchini,

New Potatoes, Cucumber,

Watermelon, Okra,

Sweet Corn, Peaches,

Vidalia Type Sweet Onion,

Crooked Neck Squash,

Blueberries,

Blackberries & Jalapeños

Farms: Cabot Exit 16 A

1255 Hwy. 321

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Open: M-F 8-5:30 • Open Sat.: July 4th: 10-4 • 1-800-443-0553

NOTICE OF PUBLIC HEARINGS

Friendship Aspire Academy announced a public hearing on

the opening of a new open enrollment charter school to be located in Little Rock, Arkansas.

Friendship Aspire Academy will serve students in grades K-8

and will offer a college preparatory curriculum designed to

provide students with the skills and knowledge needed to

develop critical and creative thinking, establish

competencies in oral and written communication and quantitative operations, and stimulate intellectual curiosity.

Please attend to learn more!

Where: Dee Brown Library

When: Friday, July 24, 2015

6pm - 7pm

IN STOCK ONLY • CANNOT BE COMBINED WITH OTHER OFFERS

25% OFF GET A FREE STICK FLAG AT POPS ON THE RIVER!

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IN STOCK ONLY



La Ann McCandless uses information off her cellphone to fill out registration forms for her 6-year-old triplets, two of whom, Abby (left) and Ella pass the time playing with stuffed animals Thursday at Lakewood Elementary School in North Little Rock. The two girls and their triplet brother William (not shown) will be attending Crestwood Elementary School in the North Little Rock School District. Registration was suspended Thursday afternoon because of computer glitches.

NLRSD

• Continued from Page 1B

The district is in the midst of what started as a \$265 million dollar capital improvement program that is reducing what were 21 campuses to 13 schools. Twelve of the 13 are being built anew or extensively.

The North Little Rock public school system does not typically require its returning students to physically register for each new school year.

This year, however, the

district is moving student information from the Arkansas Public School Computer Network to the state's eSchool system, North Little Rock Deputy Superintendent Beth Stewart said. As part of that transition, district officials are trying to obtain up-to-date, correct information on all students, Stewart said.

District officials said more information about registration will be made available to district parents in the next few days through the news media, recorded "robo-calls" to homes and on the district's website and Facebook page.

Parents seeking to register their children must provide proof of their address by showing a current utility bill or a lease or mortgage agreement. The parents also must provide a working telephone number, and they will be asked for an email address, although that is not required.

Parents of students new to the district must also show a birth certificate for their child, the child's immunization record, Social Security number and information from the child's previous school.

Police beat

SCOTT CARROLL
AND EMILY NITCHER
ARKANSAS DEMOCRAT-GAZETTE

Gunman chases family into home

Police were seeking an armed robber who chased a man and two children into their Little Rock home Wednesday.

Iasias Trujillo, 36, said he was outside his home at 5616 Baseline Road when a man pulled up in a white Cadillac sedan just before midnight, according to a police report. The man walked toward Trujillo and two boys, ages 14 and 15, and demanded money. Trujillo said he and the boys ran inside and blocked the door.

The robber ran after the three and damaged the door trying to get inside, but eventually fled empty-handed, according to the report.

No injuries were reported.

Police searched the area but made no arrests.

The robber is described only as black and between the ages of 30 and 45. He wore a white T-shirt.

2 rob LR eatery's workers, rifle safe

Two armed men robbed Guy's Fried Chicken on Wednesday night, taking cash and cellphones from employees and money from the safe, police said.

The report said Callcott claimed he did not take the computers, but video footage showed him taking the computers out of the classroom May 28.

Callcott returned six of the computers after the school said it would press charges, but four are still missing, the report said. Callcott was not listed on the Pulaski County jail roster Thursday.

Berryville man, 67, found dead in park

Special agents with the Arkansas State Police were investigating the death of a man found in Hobbs State Park on Thursday.

Someone running the trails inside the park found the body of Kenneth McCoy, 67, of Berryville, according to a news release from the Arkansas State Police. The man's body was in a wooded area of the park. No foul play is suspected in McCoy's death, according to the release.

McCoy's body will be sent to the state Crime Laboratory in Little Rock to determine what caused his death, according to the release.

Arkansas Democrat-Gazette News

For story ideas and news tips: (501) 378-3485 news@arkansasonline.com

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Getting it straight

The Democrat-Gazette wants its news reporters to fair and accurate.

We correct all errors of fact.

If you know of an error, write:
Frank Follens
Deputy Editor
P.O. Box 2221
Little Rock, Ark. 72203

or call 378-3475 during business hours Monday through Friday.

The Arkansas State University System across 22,000 students in Arkansas.

A story in Thursday's paper about a task force on higher education misstated the number.

Today's radar speed checks

Little Rock and North Little Rock police and the Pulaski County sheriff's office will use radar to detect speeding at these locations. Police and sheriff's deputies may conduct radar checks in other locations as well.

Little Rock: Evergreen Dr.
North Little Rock: McCam Blvd.
Pulaski County: Kanis Rd.

Taylor

• Continued from Page 1B
already undergone one evaluation, but it was less comprehensive than the current one.

His next court appearance is to be Aug. 24, about two weeks from now, for a progress report on the evaluation process. Trial dates cannot be set until the question of his mental health is resolved.

Taylor has been jailed without bail since his court hearing on May 29 in which the judge learned that Taylor was going to be arrested on the hearing allegations.

Condon was found unconscious the evening of May 13 on the floor of his cell at the Ozark Regional Center on Conner Crisis Road in Little Rock. After he regained consciousness, he could not initially tell investigators what had happened to him. No one at the center reported seeing what had gone on between the men, although at least two witnesses heard something, according to Pulaski County sheriff's office reports.

Duggars

• Continued from Page 1B

about child sexual abuse. The network is working with the Rain, Rose, Abuse and Trauma National Network and Darkness to Light along with the Duggar family — in creating a one-hour, commercial-free documentary that will air later this summer.

In Touch Weekly magazine reported May 21 that Josh Duggar had been the subject of a criminal investigation in 2006 involving actions in 2002 and 2003. He resigned as a lobbyist for the conservative Family Research Council after the report appeared.

In March 2002, then-14-year-old Josh Duggar told his parents that he had run his hands over young girls in the Duggar household as they slept; his parents said in a June 3 Fox News interview with Megyn Kelly, Josh Duggar was disciplined and precautions were taken, his parents said, but they didn't seek outside assistance for him or his victims.

Josh Duggar then admitted to his parents in July 2002 that he had sexually assaulted a group of girls who had fallen asleep on the family couch and was again punished. Jim Bob and Michelle Duggar told Fox News the Duggars said they sought outside help after a third admission in March 2003 by Josh Duggar that he touched two girls while they were awake. Josh Duggar said he was sent to Little Rock for four months.

The Springdale Police Department began investigating in 2006, after the Duggars first tipped forward to state authorities.

The investigation concluded

that the statute of limitations had passed for any charges.

Duggar sisters Jill Dillard, 24, and Jessa Seewald, 22, appeared on Fox News' The Kelly File on June 5 and acknowledged that they were inappropriately touched by their brother. But the two sisters said the problem had been taken care of long ago, and Josh Duggar had been forgiven and is a changed person.

Two of the other girls fondled by Josh Duggar as a teen were also his sisters, the Duggars told Fox News. The fifth victim was a female friend.

"With God's grace and help, Josh, our daughters and our entire family overcame a terrible

experience," the Duggars said.

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4th sector solutions inc.

Lauren Williams <lwilliams@4thsectorsolutions.com>

Fwd: Notice of Public Hearing - Friendship Lead Academy

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsectorsolutions.com>

Tue, Jul 28, 2015 at 3:23 PM

----- Forwarded message -----

From: Kimberly Williams <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:29 AM
Subject: Notice of Public Hearing - Friendship Lead Academy
To: tkimbrell@bryantschools.org

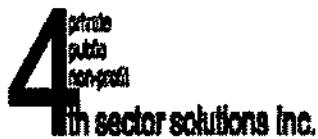
Superintendent Kimbrell

Attached please find the notice of public hearing for Friendship Lead Academy - a K-8 open enrollment charter school seeking approval to open in 2017.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

Friendship Lead Academy.pdf
55K



Lauren Williams <lwilliams@4thsolutions.com>

Fwd: Notice of Public Hearing - Friendship Lead Academy

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsolutions.com>

Tue, Jul 28, 2015 at 3:23 PM

----- Forwarded message -----

From: Kimberly Williams <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:33 AM
Subject: Notice of Public Hearing- Friendship Lead Academy
To: rodgerske@nlsd.org

Superintendent Rodgers

Attached please find the notice of public hearing for Friendship Lead Academy - a K-8 open enrollment charter school seeking approval to open in 2017.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

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55K

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsectorsolutions.com>

Tue, Jul 28, 2015 at 3:23 PM

----- Forwarded message -----
From: Kimberly Williams <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:30 AM
Subject: Notice of Public Hearing - Friendship Lead Academy
To: jguess@pcssd.org

Superintendent Guess

Attached please find the notice of public hearing for Friendship Lead Academy - a K-8 open enrollment charter school seeking approval to open in 2017.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

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Date: Wed, Jul 8, 2015 at 4:33 AM
Subject: Notice of Public Hearing- Friendship Lead Academy
To: rodgerske@nlsrd.org

Superintendent Rodgers

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Executive Director
Friendship Education Foundation

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4th sector solutions inc.

Lauren Williams <lwilliams@4thsolutions.com>

Fwd: Notice of Public Hearing - Friendship Lead Academy

4 messages

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsolutions.com>

Tue, Jul 28, 2015 at 3:22 PM

----- Forwarded message -----

From: Kimberly Williams <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:28 AM
Subject: Notice of Public Hearing - Friendship Lead Academy
To: baker.kurrus@lrsd.org

Superintendent Kurrus

Attached please find the notice of public hearing for Friendship Lead Academy - a K-8 open enrollment charter school seeking approval to open in 2017.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

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Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsolutions.com>

Tue, Jul 28, 2015 at 3:23 PM

----- Forwarded message -----

From: Kimberly Williams <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:29 AM
Subject: Notice of Public Hearing - Friendship Lead Academy
To: tkimbrell@bryantschools.org

Superintendent Kimbrell

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If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

ATTACHMENT D

Friendship Louisiana

Proposed School Calendar

2016-17

July 2D – August 7, 2D16	Teacher Professional Development
August 1D, 2D16	1st Day of School
September 5, 2D16	Labor Day (no classes)
October 1D, 2016	Columbus Day (no school)
November 11, 2D16	Veterans Day (no school)
November 21-25, 2D16	Thanksgiving (no school)
December 23–January 3, 2D16	Winter break (no school)
January 3-4, 2D16	Teacher Professional Development
January 16, 2016	MLK Day (no school)
February 20, 2D16	President's Day (no school)
April 14-21, 2D16	Spring Break (no school)
May 26, 2D16	Last Day of School

Overview of Proposed Schedule	
First Day of School	August 10, 2016
School Day Start Time	8:00 a.m.
School Day End Time	3:30 p.m.
Number of Instructional Minutes Per Day	390
Number of Instructional Minutes Per Week	1,950
Numbers of Instructional Minutes Per Year	70,980
Number of Before School Hours Devoted to Academics	0
Number of After School Hours Devoted to Academics	277
Number of Days Devoted to Staff Development During the School Year	6
Number of Days Devoted to Staff Development Prior to School Opening	14

Appendix – School Schedule and Calendar

			CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	CORE	ELA /WRI	MATH	ELA /WRI	S						
	Min	Time	KA	KB	KC	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6						
	30	8:00-8:30	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	HR	H						
	60	8:30-9:30	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	ELA	5A (ELA)	5B (MATH)	6A (ELA)	6(S)						
	60	9:30-10:30	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	MATH	PD/ Planning (60 minutes)									
	15	10:30-10:45	Lunch			Lunch			PD/ Planning (60 minutes)						5A (ELA)	5B (MATH)	6A (ELA)	6(S)					
	15	10:45-11:00													5B (ELA)	5A (MATH)	6B (ELA)	6(S)					
	15	11:00-11:15	RECESS			RECESS																	
	15	11:15-11:30							Lunch						5B (ELA)	5A (MATH)	6B (ELA)	6(S)					
	15	11:30 -11:45	WRI/SOC	WRI/SOC	WRI/SOC	PD/ Planning (60 minutes)																	
	15	11:45-12:00							RECESS						Lunch								
	15	12:00- 12:15																					
	15	12:15-12:30	SCI	SCI	SCI																		
	15	12:30 -12:45													5B (WRI)	6A (MATH)	6B (WRI)	5(S)					
	15	12:45-1:00																					
	15	1:00-1:15																					
				PD/ Planning (6 minutes)			SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	5A (WRI)	6B (MATH)	6A (WRI)	5(S)				
	60	1:00-2:00	INT	INT	INT	INT	INT	INT	INT	INT	INT	INT	INT	INT	INT	INT	INT	INT	IN				
	60	2:00-3:00	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	DIS	D				
	10	3:00 -3:15																					

Special 4 Day Rotation: ART, GYM, SMARTLAB, MUSIC



ATTACHMENT E

2017-2019
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2017-2018		2018-2019		2018-2019 Salary
		No. FTEs	2017-2018 Salary	No. FTEs	2018-2019 Salary	
1	Principal	1	85,000	1	86,488	
2	Instructional Specialist	1	55,000	2	55,963	
3	School Operations Manager	0.75	50,000	0.75	50,875	
4	Secretary	1	30,000	1	30,525	
5	Dean of Students	0		1	52,910	
6						
7	Subtotal:		207,500			320,004
8	Fringe Benefits rate used	23%	48,036			74,081
9	Total Administration:		255,536			394,085

Regular Classroom Instruction:

		2017-2018		2018-2019		2018-2019 Salary
		No. FTEs	2017-2018 Salary	No. FTEs	2018-2019 Salary	
10	Teachers	8	40,000	14	40,700	
11	Aides	1	30,000	2	30,525	
12	Subtotal:		350,000			630,850
13	Teacher Fringe Benefits rate used	23%	74,080			131,909
14	Aide Fringe Benefits rate used	23%	6,945			14,133
15	Total Regular Classroom Instruction:		431,025			776,892

Special Education:

		2017-2018		2018-2019		2018-2019 Salary
		No. FTEs	2017-2018 Salary	No. FTEs	2018-2019 Salary	
16	Teachers	1	45,000	1	40,700	
17	Aides		45,000			40,700
18	Subtotal:		45,000			9,422
19	Teacher Fringe Benefits rate used	23%	10,418			0
20	Aide Fringe Benefits rate used	23%	0			0
21	Total Special Education:		55,418			50,122

Gifted and Talented Program:

		2017-2018		2018-2019		2018-2019 Salary
		No. FTEs	2017-2018 Salary	No. FTEs	2018-2019 Salary	
22	Teachers					
23	Aides					0
24	Subtotal:		0			0
25	Teacher Fringe Benefits rate used	23%	0			0
26	Aide Fringe Benefits rate used	23%	0			0
27	Total Gifted and Talented Program:		0			0

Alternative Education Program/Alternative Learning Environments:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
28 Teachers				
29 Aides				
30 Subtotal:		0		0
31 Teacher Fringe Benefits rate used	23%	0		0
32 Aide Fringe Benefits rate used	23%	0		0
Total Alternative Education Program/Alternative Learning Environments:		0		0

English Language Learner Program:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
34				
35				
36				
37				
38				
39 Subtotal:		0		0
40 Fringe Benefits rate used	23%	0		0
41 Total English Language Learner Program:		0		0

Guidance Services:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
42	0.5	45,000	1	45,788
43				
44				
45				
46				
47 Subtotal:		22,500		45,788
48 Fringe Benefits rate used	23%	5,209		10,600
49 Total Guidance Services:		27,709		56,387

Health Services:

	2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
50 Contracted				
51				
52				
53				
54				
55 Subtotal:		0		0
56 Fringe Benefits rate used	23%	0		0
57 Total Health Services:		0		0

Media Services:		2017-2018	2017-2018 Salary	2018-2019	2018-2019 Salary
		No. FTEs		No. FTEs	
58	<u>Contracted</u>				
59					
60					
61					
62					
63	Subtotal:		0		0
64	Fringe Benefits rate used	23%	0	0	0
65	Total Media Services:		0		0
Fiscal Services:		2017-2018	2017-2018 Salary	2018-2019	2018-2019 Salary
		No. FTEs		No. FTEs	
66	<u>Contracted</u>				
67					
68					
69					
70					
71	Subtotal:		0		0
72	Fringe Benefits rate used	23%	0	0	0
73	Total Fiscal Services:		0		0
Maintenance and Operation:		2017-2018	2017-2018 Salary	2018-2019	2018-2019 Salary
		No. FTEs		No. FTEs	
74	<u>Contracted</u>				
75					
76					
77					
78					
79	Subtotal:		0		0
80	Fringe Benefits rate used	23%	0	0	0
81	Total Maintenance and Operation:		0		0
Pupil Transportation:		2017-2018	2017-2018 Salary	2018-2019	2018-2019 Salary
		No. FTEs		No. FTEs	
82	<u>Contracted</u>				
83					
84					
85					
86					
87	Subtotal:		0		0
88	Fringe Benefits rate used	23%	0	0	0
89	Total Pupil Transportation:		0		0

Food Services:		2017-2018	2017-2018 Salary	2018-2019	2018-2019 Salary
List Positions	No. FTEs			No. FTEs	
90 Contracted					
91					
92					
93					
94					
95 Subtotal:		0			0
96 Fringe Benefits rate used	23%	0			0
97 Total FoodServices:		0			0
Data Processing:					
List Positions	2017-2018	2017-2018 Salary	2018-2019	2018-2019 Salary	
	No. FTEs		No. FTEs		
98 School Operations Manager	0.25	50,000	0.25	50,875	
99					
100					
101					
102					
103 Subtotal:		12,500			12,719
104 Fringe Benefits rate used	23%	2,894			2,944
105 Total Data Processing:		15,394			15,663
Substitute Personnel:		2017-2018	2017-2018 Salary	2018-2019	2018-2019 Salary
	No. FTEs			No. FTEs	
106 Number of Certified Substitutes					
107 Number of Classified Substitutes	80	85	136		85
108 Subtotal:		6,800			11,560
109 Teacher Fringe Benefits rate used	10%	0			0
110 Aide Fringe Benefits rate used	10%	656			1,116
111 Total Substitute Personnel		7,456			12,676
112					
TOTAL EXPENDITURES FOR SALARIES:		792,537			1,305,824

**Public Charter School Application
Estimated Budget Template
REVENUES**

State Public Charter School Aid:

Year 2017-2018

1	No. of Students	200 x	\$6,646	State Foundation Funding	1,329,200
2	No. of Students	200 x	\$26	Professional Development	5,200
3	No. of Students	180 x	1562	eligible rate* NSL Funding	281,160
4	No. of Students	x		Other: Explain Below	0
5					
<hr/>					
6	2017-2018				
7	No. of Students	300 x	\$6,646	State Foundation Funding	1,993,8
8	No. of Students	300 x	\$26	Professional Development	7,8
9	No. of Students	271 x	1562	eligible rate* NSL Funding	423,1
10	No. of Students	x		Other: Explain Below	
11	Total State Charter School Aid:				1,615,560
					2,424,7

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)	114,365	174,556
14	Special Grants (List the amount)		
15	Other (Specifically Describe)		
16	Total Other Sources of Revenues:	114,365	174,556
17	TOTAL REVENUES:	1,729,925	2,599,296

Public Charter School Application

Estimated Budget Template

EXPENDITURES

<i>Line#</i>	<i>Administration:</i>	<i>2017-2018 Amount:</i>	<i>2018-2019 Amount:</i>
18	Salaries and Benefits	255,536	394,085
19	Purchased Services - List Vendors Below		
19	Friendship Education Foundation	96,934	145,400
20	Human Resource Services	16,156	24,233
21	Operations Services	16,156	24,233
22	V-AD4		
23	V-AD5		
24	Supplies and Materials		
25	Equipment		
26	Other (List Below)		
26	Office Furniture	2,000	2,000
27	FFF provides most of staff development	5,000	5,000
28	through Fee		
29	Travel	3,000	3,000
30	Staff Computers & Office Furniture	16,500	12,500
31	Total Administration:	411,281	610,452

	Regular Classroom Instruction:		
32	Salaries and Benefits	431,025	776,892
33	Purchased Services - List Vendors Below		
34	V-Cl 1 Software and Assessments	20,000	30,525
35	V-Cl 2		
36	V-Cl 3		
37	V-Cl 4		
38	V-Cl 5		
39	Supplies and Materials	48,000	73,260
40	Equipment		
41	Other (List Below)		
42	Classroom Furniture	20,000	10,000
43	Classroom Computers & Technology	49,200	24,000
44	Computers for Teachers		
45	Total Regular Classroom Instruction:	568,225	914,677
	Special Education:		
46	Salaries and Benefits	55,418	50,122
47	Purchased Services - List Vendors Below		
48	V-SE 1 Contracted Services	15,000	22,500
49	V-SE 2		
50	V-SE 3		
51	V-SE 4		
52	V-SE 5		
53	Supplies and Materials	6,500	9,921
54	Equipment		
55	Other (List Below)		
56			
57			
58			
59	Total Special Education:	76,918	82,543
	Gifted and Talented Program:		
60	Salaries and Benefits	0	0
61	Purchased Services - List Vendors Below		
62	V-GT 1		
63	V-GT 2		
64	V-GT 3		
65	V-GT 4		
66	V-GT 5		
67	Supplies and Materials		
68	Equipment		
69	Other (List Below)		
70			
71			
72			
73	Total Gifted and Talented Program:	0	0

Alternative Education Program/Alternative Learning Environments:

74	Salaries and Benefits	0	0
	Purchased Services - List Vendors Below		
75	V-ALE 1		
76	V-ALE 2		
77	V-ALE 3		
78	V-ALE 4		
79	V-ALE 5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
85			
86			
87			
	Total Alternative Education Program/Alternative Learning Environments:	0	0

English Language Learner Program:

88	Salaries and Benefits	0	0
	Purchased Services - List Vendors Below		
89	V-ELL 1		
90	V-ELL 2		
91	V-ELL 3		
92	V-ELL 4		
93	V-ELL 5		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	Total English Language Learner Program:	0	0

Guidance Services:

102	Salaries and Benefits	27,709	56,387
	Purchased Services - List Vendors Below		
103	V-GS 1		
104	V-GS 2		
105	V-GS 3		
106	V-GS 4		
107	V-GS 5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	Total Guidance Services:	27,709	56,387

Health Services:		
116 Salaries and Benefits	0	0
Purchased Services - List Vendors Below		
117 V-HS 1 Contracted Services	13,000	19,841
118 V-HS 2		
119 V-HS 3		
120 V-HS 4		
121 V-HS 5		
122 Supplies and Materials		
123 Equipment		
Other (List Below)		
124		
125		
126		
127		
128		
129 Total Health Services:	13,000	19,841

Media Services:		
130 Salaries and Benefits	0	0
Purchased Services - List Vendors Below		
131 V-MS 1 Contracted Services IT Vendor	12,000	9,000
132 V-MS 2 Internet and Phone	24,600	25,031
133 V-MS 3		
134 V-MS 4		
135 V-MS 5		
136 Supplies and Materials		
137 Equipment		
Other (List Below)		
138		
139		
140		
141		
142		
143 Total Media Services:	36,600	34,031

Fiscal Services:		
144 Salaries and Benefits	0	0
Purchased Services - List Vendors Below		
145 V-FS 1 Accounting and Finance Services	64,622	96,934
146 V-FS 2		
147 V-FS 3		
148 V-FS 4		
149 V-FS 5		
150 Supplies and Materials		
151 Equipment		
Other (List Below)		
152		
153		
154		
155		
156		
157 Total Fiscal Services:	64,622	96,934

	Maintenance and Operation:		
158	Salaries and Benefits	0	0
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V-MO 1 Utilities, gas and water	21,059	21,428
160	V-MO 2 Contracted Custodial Services	24,000	36,524
161	V-MO 3 Maintenance including disposal services	15,000	23,000
162	V-MO 4 Security Monitoring	1,500	1,526
163	V-MO 5		
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166			
167			
168			
169			
170			
171	Total Maintenance and Operation:	61,559	82,478
	Pupil Transportation:		
172	Salaries and Benefits	0	0
	Purchased Services - List Vendors Below		
173	V-PT 1 Contracted Services	54,000	82,418
174	V-PT 2		
175	V-PT 3		
176	V-PT 4		
177	V-PT 5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180			
181			
182			
183			
184			
185	Total Pupil Transportation:	54,000	82,418
	Food Services:		
186	Salaries and Benefits	0	0
	Purchased Services - List Vendors Below		
187	V-FD 1 Meals	125,802	183,278
188	V-FD 2		
189	V-FD 3		
190	V-FD 4		
191	V-FD 5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	125,802	183,278

Data Processing:		
200 Salaries and Benefits	15,394	15,663
Purchased Services - List Vendors Below		
201 V-DP 1		
202 V-DP 2		
203 V-DP 3		
204 V-DP 4		
205 V-DP 5		
206 Supplies and Materials		
207 Equipment		
Other (List Below)		
208		
209		
210		
211		
212		
213 Total Data Processing:	15,394	15,663
 Substitute Personnel:		
214 Salaries and Benefits	7,456	12,676
Purchased Services - List Vendors Below		
215 V-SB 1		
216 V-SB 2		
217 V-SB 3		
218 V-SB 4		
219 V-SB 5		
220 Total Substitute Personnel:	7,456	12,676
 Facilities:		
221 Lease/Purchase Contract for One Full Year	147,413	149,993
Facility Upgrades - List Upgrades Below		
222 Leasehold Improvements	25,000	25,000
223		
224		
225		
226		
227		
228		
229 Property Insurance for One Full Year		
230 Content Insurance for One Full Year	5,000	5,000
231 Total Facilities:	177,413	179,993

Debt Expenditures:

List Debts Below

232			
233			
234			
	Total Debts:	<u>0</u>	<u>0</u>

Other Expenditures:

List Other Expenditures Below

235	<u>Legal Expenses</u>	<u>2,500</u>	<u>2,862</u>
236	<u>Recruitment of Students and Teachers</u>	<u>32,900</u>	<u>50,214</u>
237	<u>Insurance Coverages</u>	<u>10,000</u>	<u>12,933</u>
238			
239			
240			
241	TOTAL EXPENDITURES:	<u>1,685,379</u>	<u>2,437,377</u>
242	Net Revenue over Expenditures:	<u>44,547</u>	<u>161,919</u>

Friendship Lead Academy Personnel Summary		
Personnel	FY18 Budget	FY19 Budget
Regular Education Teachers	8.00	14.00
Paras/Teacher Assistant/Enrichment	1.00	2.00
Special Education Teachers	1.00	1.00
Guidance Counselor	0.50	1.00
Interventionist/Instructional Specialist	1.00	2.00
Principal	1.00	1.00
Administrative Support/Assistant	1.00	1.00
Dean of Students	0.00	1.00
Director of Operations/Business	1.00	1.00
Technology	0.00	1.00
Total Personnel	14.50	25.00

ATTACHMENT G

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

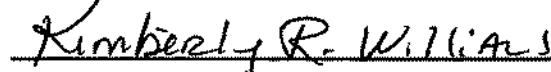
However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

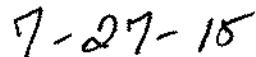
14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors
Executive Director



Printed Name



Date

Attachment A - C3

B Pub Hearns

C Support

D Calw & Schden

E Brdstd

F Parkbs

G Asur

H Priv Charters

ATTACHMENT H

Name of Individual with Prior Charter Experience Donald Hense

Position with Proposed Charter Chairman of management organization

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Friendship Public Charter School	Founder, Chairman and CEO	Operating	120 Q St NE, Washington DC 20002 (operates 6 campuses serving ~4,000 students in preK-12)	http://www.dcpsb.org/ school-profiles-and-pmf-tiers

Name of Individual with Prior Charter Experience Patricia Brantley

Position with Proposed Charter Chief Operating Officer of management organization

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Friendship Public Charter School	Chief Operating Officer	Operating	120 Q St NE, Washington OC 20002 (operates 6 campuses serving ~4,000 students in preK-12)	http://www.dcpsb.org/ school-profiles-and-pmf-tiers

Name of Individual with Prior Charter Experience Kimberly Williams

Position with Proposed Charter Executive Director of management organization

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Advance Baton Rouge Charter Association	School Operations Manager	Voluntarily Closed	N/A	N/A
Helix Network of Charter Schools (Mentorship Academies)	Director of Finance and Operations	Operating	339 Florida St. Baton Rouge, LA 70801	http://www.louisianabelieves.com/assessment/end-of-course-tests
Friendship Louisiana (Friendship Capitol High School)	Executive Director	Operating	1000 North 23rd Ave. Baton Rouge, LA 70802	http://www.louisianabelieves.com/assessment/end-of-course-tests

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): _____

Lessee(Tenant): _____ Friendship Education Foundation

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building for lease is currently unoccupied. However, the previous tenant—the University of Arkansas Criminal Justice Institute—used the building as an educational institution with classrooms and administrative offices.

Address of Premises:

Square Footage: _____

Terms of Lease: One year lease agreement

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon

Friendship Education Foundation

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: _____ Friendship Education Foundation

By: _____ Date _____

Lessor: _____

By: _____ Date _____

**PERFORMANCE DATA
FROM CHARTER SCHOOLS
OPERATED BY SAME
SPONSORING ENTITY**



Friendship PCS – Blow-Pierce Middle

725 19th Street NE
Washington, DC 20002

202-572-1070
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Smart COOKIES program (Challenging Our Own Kids Intellectually, Educationally, and Socially)
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000

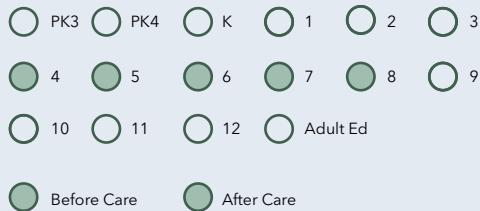
School Hours

7:45 a.m. - 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

266

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

19.9%

Transportation



Metro / Bus Service *
B2; D6; X1, X2, X3,
X8, X9

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates

Friendship PCS - Blow-Pierce Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		14.0 out of 20.0	70.0%
Growth on DC CAS Mathematics over time		14.5 out of 20.0	72.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.7 out of 5.0	14.0%
Advanced Only		0.00 out of 1.25	0.0%
Elementary Grades DC CAS Mathematics Proficient and Above		0.5 out of 5.0	10.0%
Advanced Only		0.52 out of 1.25	41.6%
Middle Grades DC CAS Reading Proficient and Above		0.6 out of 5.0	12.0%
Advanced Only		0.13 out of 1.25	10.4%
Middle Grades DC CAS Mathematics Proficient and Above		1.0 out of 5.0	20.0%
Advanced Only		0.50 out of 1.25	40.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		8.5 out of 15.0	56.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		7.6 out of 10.0	76.0%
Re-enrollment		5.8 out of 10.0	58.0%

TOTAL SCORE

TIER 2

54.4 out of 100

54.4%

For a more detailed explanation of the indicators, see our technical guide.



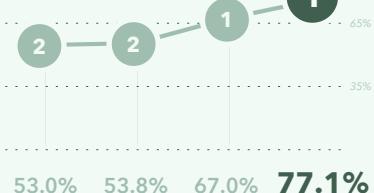
1345 Potomac Avenue SE
Washington, DC 20003

202-547-5800
www.friendshipschools.org

Friendship PCS – Chamberlain Middle

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Morrise Harbour

First School Year

1998-99

School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

● Current Grades ● Future Grades

○ PK3 ○ PK4 ○ K ○ 1 ○ 2 ○ 3

○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9

○ 10 ○ 11 ○ 12 ○ Adult Ed

● Before Care ● After Care

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
351

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
15.7%

Transportation



Metro / Bus Service *
Potomac Avenue; 32,
34, 36; V7, V8, V9

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates

Friendship PCS - Chamberlain Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time	57.0	13.5 out of 20.0	67.5%
Growth on DC CAS Mathematics over time	76.0	20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above	43.7	1.1 out of 5.0	22.0%
Advanced Only	2.2	0.10 out of 1.25	8.0%
Elementary Grades DC CAS Mathematics Proficient and Above	68.9	2.9 out of 5.0	58.0%
Advanced Only	18.5	0.92 out of 1.25	73.6%
Middle Grades DC CAS Reading Proficient and Above	55.3	1.7 out of 5.0	34.0%
Advanced Only	3.9	0.18 out of 1.25	14.4%
Middle Grades DC CAS Mathematics Proficient and Above	68.9	2.5 out of 5.0	50.0%
Advanced Only	21.8	1.09 out of 1.25	87.2%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading	17.4	0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics	92.2	13.1 out of 15.0	87.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance	94.4	10.0 out of 10.0	100.0%
Re-enrollment	90.7	10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 1

77.1 out of 100

77.1%

For a more detailed explanation of the indicators, see our technical guide.



Friendship PCS – Collegiate Academy

4095 Minnesota Avenue NE
Washington, DC 20019

202-396-5500
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- College preparatory program that prepares students for college and work in a global economy
- AP courses starting in 9th grade, allowing high school students to take college-level work
- Develop critical and creative thinking, oral and written communication, and intellectual curiosity

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Peggy Jones

First School Year

2000-01

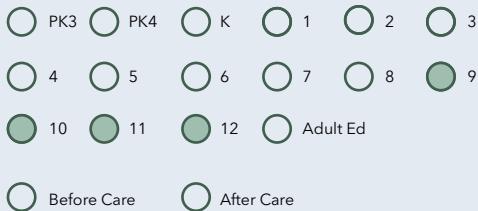
School Hours

7:45 a.m. – 3:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.9%
Hispanic / Latino	0.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
914

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
16.6%

Transportation



Metro / Bus Service *
Minnesota Avenue

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates

Friendship PCS - Collegiate Academy

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

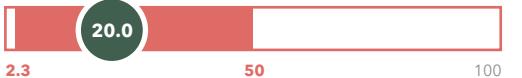
Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		4.3 out of 7.5	57.3%
Growth on DC CAS Mathematics over time		3.4 out of 7.5	45.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		3.5 out of 10	35.0%
Advanced only		0.4 out of 2.5	16.0%
High Grades DC CAS Mathematics Proficient and Above		3.4 out of 10.0	34.0%
Advanced only		0.3 out of 2.5	12.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		6.1 out of 7.5	81.3%
PSAT Performance (11th)		2.8 out of 7.5	37.3%
SAT/ACT Performance (12th)		2.9 out of 7.5	38.7%
College Acceptance Rate		7.5 out of 7.5	100.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		3.7 out of 5.0	74.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		9.6 out of 10.0	96.0%
Re-enrollment		8.1 out of 10.0	81.0%
9th Grade Credits (on track to graduate)		4.4 out of 5.0	88.0%

TOTAL SCORE

TIER 2

60.4 out of 100

60.4%

Friendship PCS - Collegiate Academy

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

97.6%

College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement

16.7%

Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

For a more detailed explanation of the indicators, see our technical guide.



Friendship PCS - Southeast Elementary Academy

645 Milwaukee Place SE
Washington, DC 20032

202-562-1980
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Tawana Carr, Ed.D.

First School Year

2005-06

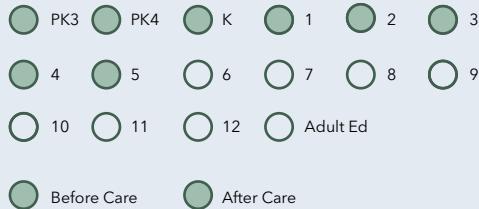
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

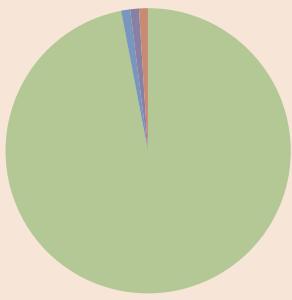
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

559

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

10.4%

Transportation



Metro / Bus Service *

Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates

Friendship PCS - Southeast Elementary Academy

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		11.8 out of 20.0	59.0%
Growth on DC CAS Mathematics over time		17.5 out of 20.0	87.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.5 out of 10.0	35.0%
Proficient and Above			
Advanced only		0.3 out of 2.5	12.0%
DC CAS Mathematics		4.2 out of 10.0	42.0%
Proficient and Above			
Advanced only		1.2 out of 2.5	48.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		7.0 out of 15.0	46.7%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.7 out of 10.0	97.0%

TOTAL SCORE

TIER 1

65.2 out of 100

65.2%

For a more detailed explanation of the indicators, see our technical guide.



2014 School Performance Report

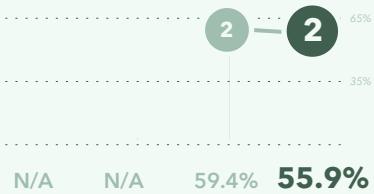
Friendship PCS - Technology Preparatory Academy (High School)

620 Milwaukee Place SE
Washington, DC 20032

202-562-1681
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Prepares students for college and careers in science, technology, engineering, and mathematics
- Equips students with iPads to engage them in learning
- Students learn math and science content through hands-on projects
- Partner with community organizations to expose students to a variety of college and career opportunities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Doranna Tindle

First School Year

2008-09

School Hours

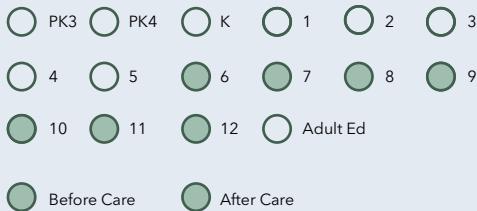
MS: 7:45 a.m. – 3:40 p.m.

HS: 7:45 a.m. – 3:40 p.m.

Grades Served

Is part of a PK-12 network.

● Current Grades ● Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	98.8%
Hispanic / Latino	0.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	0.0%

Total Enrollment
406

English Language Learner
0.2%

Economically Disadvantaged
>60%**

Special Education
18.5%

Transportation



Metro / Bus Service *
Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

*Please check www.wmata.com for updates

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Friendship PCS - Technology Preparatory Academy (High School)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-11

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		4.9 out of 7.5	65.3%
Growth on DC CAS Mathematics over time		5.2 out of 7.5	69.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		3.2 out of 10	32.0%
Advanced only		0.7 out of 2.5	28.0%
High Grades DC CAS Mathematics Proficient and Above		3.8 out of 10.0	38.0%
Advanced only		0.2 out of 2.5	8.0%

Gateway (8 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		0.0 out of 0.0	N/A
PSAT Performance (11th)		5.4 out of 7.5	72.0%
SAT/ACT Performance (12th)		0.0 out of 0.0	N/A
College Acceptance Rate		0.0 out of 0.0	N/A
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0 out of 0.0	N/A

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		9.3 out of 10.0	93.0%
Re-enrollment		4.7 out of 10.0	47.0%
9th Grade Credits (on track to graduate)		3.1 out of 5.0	62.0%

TOTAL SCORE

TIER 2

40.5 out of 72.5

55.9%

Friendship PCS - Technology Preparatory Academy (High School)

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

N/A

College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement

N/A

Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

For a more detailed explanation of the indicators, see our technical guide.



Friendship PCS – Woodridge Middle

2959 Carlton Avenue NE
Washington, DC 20018

202-635-6500
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum focused on global perspectives and success in high school and college
- Rich course offerings including art, music, lab sciences, and foreign language
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Rictor Craig

First School Year

1998-99

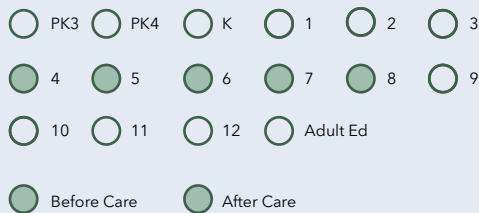
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	97.7%
Hispanic / Latino	2.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
216

English Language Learner
0.5%

Economically Disadvantaged
>60%**

Special Education
23.6%

Transportation



Metro / Bus Service *
82, 83, B8; G8; H6

*Please check www.wmata.com for updates

Friendship PCS - Woodridge Middle

2014 School Performance Report

(2013–14)



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: 4-8

Student Progress (40 points): Academic Improvement Over Time			
Growth on DC CAS Reading over time		64.0	17.0 out of 20.0 85.0%
Growth on DC CAS Mathematics over time		61.0	15.5 out of 20.0 77.5%
Student Achievement (25 points): Meeting or Exceeding Academic Standards			
Elementary Grades DC CAS Reading Proficient and Above		34.2	0.4 out of 5.0 8.0%
Advanced Only		1.3	0.05 out of 1.25 4.0%
Elementary Grades DC CAS Mathematics Proficient and Above		50.6	1.6 out of 5.0 32.0%
Advanced Only		12.7	0.63 out of 1.25 50.4%
Middle Grades DC CAS Reading Proficient and Above		55.9	1.7 out of 5.0 34.0%
Advanced Only		6.3	0.30 out of 1.25 24.0%
Middle Grades DC CAS Mathematics Proficient and Above		63.8	2.0 out of 5.0 40.0%
Advanced Only		12.6	0.62 out of 1.25 49.6%
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success			
Proficient and Advanced 3rd Grade Reading		17.4	0.0 out of 0.0 N/A
Proficient and Advanced 8th Grade Mathematics		65.3	6.5 out of 15.0 43.3%
Leading Indicators (20 points): Predictors of Future Student Progress and Achievement			
Attendance		93.4	10.0 out of 10.0 100.0%
Re-enrollment		86.4	8.8 out of 10.0 88.0%
TOTAL SCORE	TIER 1	65.1 out of 100	65.1%

For a more detailed explanation of the indicators, see our technical guide.

2014 ESEA DATA

District: LITTLE ROCK SCHOOL DISTRICT
LEA: 6001000
Address: 810 W. MARKHAM ST.
Address: LITTLE ROCK, AR 72201
Phone: 501-447-1002

Superintendent: DEXTER SUGGS
Enrollment: 23676
Attendance: 94.55
Poverty Rate: 62.68

Report created on: 10/29/2014
% Prof/Adv.
2014 Math + Literacy 62.3
2013 Math + Literacy 62.8
2012 Math + Literacy 64.9

OVERALL DISTRICT STATUS:

NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING			MATHEMATICS		
	LITERACY		Percentage	# Attempted	# Expected	Percentage
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	11984	12538	95.58	13363	13959	95.73
Targeted Achievement Gap Group	9077	9542	95.13	10243	10765	95.15
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	8016	8445	94.92	9093	9551	95.20
Hispanic	1305	1346	96.95	1477	1525	96.85
White	2213	2288	96.72	2358	2439	96.68
Economically Disadvantaged	8613	9045	95.22	9761	10247	95.26
English Language Learners	1210	1238	97.74	1377	1407	97.87
Students with Disabilities	1473	1602	91.95	1544	1668	92.57

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				GROWTH -LITERACY					
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	7423	11384	65.21	71.44	91.00	5190	7823	66.34	75.72	93.00
Targeted Achievement Gap Group	4905	8571	57.23	64.92	91.00	3646	6020	60.56	70.92	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23306	34815	66.94	71.44	91.00	16638	23737	70.09	75.72	93.00
Targeted Achievement Gap Group	15531	26181	59.32	64.92	91.00	11848	18346	64.58	70.92	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	4427	7549	58.64	65.60		3237	5327	60.77	71.36	
Hispanic	722	1255	57.53	67.14		524	810	64.69	74.61	
White	1909	2147	88.91	90.07		1228	1442	85.16	89.55	
Economically Disadvantaged	4672	8135	57.43	64.84		3492	5777	60.45	70.86	
English Language Learners	654	1168	55.99	65.97		500	771	64.85	75.12	
Students with Disabilities	310	1381	22.45	41.55		268	883	30.35	48.15	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				GROWTH -MATHEMATICS					
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	7549	12637	59.74	70.83	92.00	3788	8018	47.24	67.02	81.00
Targeted Achievement Gap Group	5002	9627	51.96	65.03	92.00	2503	6166	40.59	61.48	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23387	38882	60.15	70.83	92.00	11666	23940	48.73	67.02	81.00
Targeted Achievement Gap Group	15456	29521	52.36	65.03	92.00	7713	18500	41.69	61.48	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	4416	8558	51.60	64.20		2118	5406	39.18	60.79	
Hispanic	819	1393	58.79	72.53		429	863	49.71	70.65	
White	1972	2274	86.72	90.21		1066	1487	71.69	84.93	
Economically Disadvantaged	4732	9174	51.58	64.82		2382	5904	40.35	61.38	
English Language Learners	758	1301	58.26	73.41		404	825	48.97	71.06	
Students with Disabilities	452	1456	31.04	41.55		169	902	18.74	41.11	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING			2013 AMO	90TH PCTL
	# Actual Graduates	# Expected Graduates	Percentage		
ESEA Flexibility Indicators					
All Students	1284	1704	75.35	73.55	94.00
Targeted Achievement Gap Group	668	950	70.32	68.39	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	3933	5301	74.19	73.55	94.00
Targeted Achievement Gap Group	2054	2991	68.67	68.39	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	885	1200	73.75	71.15	
Hispanic	93	139	66.91	63.15	
White	259	311	83.28	82.78	
Economically Disadvantaged	626	900	69.56	68.60	
English Language Learners	41	60	68.33	53.13	
Students with Disabilities	122	168	72.62	70.09	

FUTURE SCHOOL OF FORT SMITH

SUMMARY

Future School of Fort Smith

Sponsoring Entity: Future School

IRS Status: 501(c)(3) Determination Letter

Grade Levels: 10-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	150
2017-2018	10,11	300
2018-2019 forward	10,11,12	450

Address of Proposed Charter: ~~12 North 11th Street~~ 5001 North O Street
Fort Smith, AR-~~72901~~ 72904

Mission Statement:

Future School of Fort Smith envisions a global community where all young adults demonstrate limitless self-actualization as innovative and compassionate 21st century leaders. Our mission is to **embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning; graduating with three years of real-world work, volunteer and collegiate experience**. To achieve our mission, we are a partner in a cross-sector collaboration between local K-12 educators, higher education and industry.

Through our real-world learning model, Future School of Fort Smith guides students to develop their strengths and passions while also preparing for in-demand employment opportunities. To accomplish our mission, we prioritize building, maintaining and growing relationships with our students, families, community partners and instructors at school and through community outreach. As a center of educational innovation, we partner with local schools to build and test new instructional approaches like project-based classrooms and integrated and ubiquitous technology to offer a diverse range of options for students and families. Upon graduation, students will be well positioned to continue their studies through our collegiate partnership within the University of Arkansas system at the University of Arkansas at Fort Smith or a higher education institution of their choice.

Information on the School District in Which the Charter Would Be Located

Fort Smith School District

71.15 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) - Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support on Included with Response Document

Dr. Paul B. Beran University of Arkansas Fort Smith

Kent M. Watson
Propak Logistics, Inc.

Judy R. McReynolds ArcBest

Jerry Glidewell

Fort Smith Boys & Girls Clubs

Additional Letters of Support on File in Charter Office

Jim Walcott	Weldon, Williams, and Lick
Jeremy Schreckhise	Arkansas Oklahoma Gas Corporation
Dr. Kerrie Tauber	University of Arkansas at Fort Smith
Talicia Richardson	
Rick Goins	University of Arkansas at Fort Smith
Sarah Daigle and Madelynne Jones	Currant Technology Group
Jessica Hayes	Montessori School of Fort Smith
Tim Allen	Fort Smith Chamber of Commerce
Sam Sicard	First National Bank of Fort Smith
Ron Tucker	Baldor Electric Company
Dr. Carol Reeves	University of Arkansas
Conley Bone	
Eric Wilson	Noble Impact
Trish Richardson	Upward Bound, UAFS
John McIntosh	64.6 Downtown
Jackie Flake	Community Bible Church
Senator Jake Files	Arkansas Senate
Alex Thomas	
Hollye Dickinson	Mercy Health Foundation
Patti Grasso	
Mike Barr	WeatherBarr Windows & Doors
Suzy Smith	Beland Manor Inn
Keley Simpson	First Presbyterian Church
Monica Waltman	Parent
Don Ernst	
Susan Mayes-Smith	Consultant

Other Documentation of Support on File in Charter Office

Articles from Arkansas Online and the City Wire reporting on the vote of the Fort Smith School Board to endorse Future School of Fort Smith

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

PART A GENERAL INFORMATION

No explanation is given for the change in the location.

C6: SCHEDULE OF COURSES OFFERED

It is not clear that the applicant understands that four AP courses must always be offered.

The applicant will have to replace Survey of Fine Arts as it is no longer an available.

C15: BUSINESS AND BUDGETING PLAN

The letter that indicated financial support does not include a specific dollar amount while the donated financial support doubled from the initial budget (\$250,000) to the revised budget (\$500,000).

C18: FACILITIES

The budget states that \$250,000 will be spent to renovate church property where the school will be located.

C20: FOOD SERVICES

The applicant needs to confirm that the charter will follow federal and state procurement regulations when obtaining a food service management company.

Other:

It is not clear how the state assessment will be incorporated into the grading scale, and the applicant withdrew waivers that relate to the grading scale.

The applicant states that background checks will be done in accordance with state laws; however, there are no state laws that pertain to background checks for community internship partners.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Future School of Fort Smith

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- Explain in detail how personalized learning plans will be developed using appropriate assessment tools.

Applicant Response:

Each student will have a personal learning plan that addresses his/her interests and academic, career, and personal (including social-emotional) competencies, simultaneously aligning with the Common Core State Standards (CCSS), Arkansas Curriculum Frameworks and graduation requirements. At the beginning of a student's career at Future School, his/her learning team, led by an advisor from intake to graduation, assesses the student's current aptitudes, interests and mastery level of academic, career and personal objectives, through assessments such as the Myer's Briggs personality test, the NWEA subject-level MAP test and the College and Work Readiness Assessment (CCRA) designed by the Council for Financial Aid to Education. To support the development and implementation of personalized learning plans for Future School students, school leaders and advisors will receive support from educational partner, Big Picture Learning. (See attached document)

The learning team, including the student, advisor, parent and other instructors, utilize the assessment data and input from the student and parents to design the learning plan which includes a description of the learning opportunities students pursue, including projects, workshops, courses (face-to-face,

online and concurrent), internships, and lectures; a detailed specification of tasks to be accomplished; and a plan for documenting learning.

Responding to questions like ‘*What are my goals this semester? For the year? By graduation? After graduation?*’ and ‘*How can my core/elective coursework help me reach my goals?*’ the team helps the student set learning goals for the semester. With the end goals for the student in mind, the team designs a plan for the student to identify activities, resources, deadlines and partnerships needed to accomplish their goals. Assignments and objectives from all courses (core and electives) are integrated into the learning plan in addition to objectives and deliverables from the student’s internship project. To develop student portfolios, advisors consult with students on a weekly basis, parents and mentors provide feedback monthly and the learning team meets at the end of each semester to gauge and celebrate student progress, which is illustrated in semester grades on each student’s transcript. By integrating all the student’s learning activities, the learning plan allows the student to create a personalized plan for learning and value coursework as an opportunity to reinforce and develop relevant skills and understanding.

Students will build and own their learning plans, becoming responsible and accountable for their learning, personal growth and post-high school planning with the support of their advisors, parents, and mentors.

Students will monitor their progress towards academic and real-world learning goals through their personalized learning plan that culminates in a final student portfolio. Designed by the learning team (student, advisor, parents and mentor), the portfolio is a collection of student work that is updated and showcased each semester and during the final exhibition in 12th grade, complementing the student’s final transcript. The learning plan is also a tool that supports the implementation of students requiring an Individualized Education Plan (IEP). During the real-world lab time, advisors meet with students and members of learning team to evaluate progress and refine the plan on an on-going basis.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

Concerns and Additional Questions

- Provide newspaper clippings of the notices of public hearings that show the publication dates.

Applicant Response: See attached document.

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

Concerns and Additional Questions

- 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.

Applicant Response:

The Future School board of directors maintains 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.

In areas (1-3), the school principal (director), also serving the function of superintendent, makes initial decisions in regards to day-to-day school operations. The school principal will seek consultation from appropriate staff and faculty members whenever possible. To ensure a transparent system of checks and balances, the school principal will communicate monthly with the board of directors and present pressing decisions to the board where applicable.

C3: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Innovations that would distinguish the charter from other schools

Fully Responsive

Concerns and Additional Questions

- Confirm that the phrase “not passing their AP exams” is used to mean not scoring high enough on Advanced Placement (AP) exams to receive college credit.

Applicant Response:

The phrase “not passing their AP exams” is used to mean not scoring high enough on Advanced Placement (AP) exams to receive college credit. The following is the original excerpt:

‘While schools are using AP and pre-AP courses as their primary means of college preparation, half of the students in these schools do not participate in AP National Board testing (51% at Northside High School, 48% at Southside High School). Of those who do participate, a significant number are not passing their AP exams and therefore receive no college credit (66% at Northside and 40% at Southside). All told, 83% of students at Northside and 71% of students at Southside are not receiving the benefit of college credit from the schools’ focus on AP and pre-AP courses.’

C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need

for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Explain the inconsistency in using the same levels of mathematics, science and English language arts achievement as students in the local district as goals for the charter students when the district performance was provided to demonstrate the need for the charter.
- Discuss growth expectations for students performing below grade level who need accelerated instruction and growth to get on pace to graduate.
- Confirm that alternative assessments that will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response:

To clarify, Future School students will meet or exceed the state averages in mathematics, science and English language arts achievement. Students below grade level will be supported in multiple ways. Through the use of a personalized learning plan, which includes monitoring growth in real world performance indicators, students will be challenged and motivated to increase their below grade level performance. Through their internships and time with advisors, the amount of individualized time spent with meaningful adults will assure an increase in their achievement. As mentioned previously, the real world lab will be critical to the supportive role of the advisor for all academic deficiencies and difficulties. As well, the increased application of knowledge as documented in student portfolios will assure the increase of support to make sure growth is accelerated and sustained. Through an emphasis on personalization, including any intervention such as additional class time, tutoring outside of school, etc., Future School will meet the needs of any students with disabilities including the utilization of alternative assessments, modifications and accommodations.

Finally, our real world learning approach also focuses on other highly valued competencies that are often not addressed systematically in traditional high schools. These include work-based and workplace competencies, including social-emotional competencies, that are often seen as equally or more important than state and district performance indicators and will be included in student performance evaluations.

C6: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Partially Responsive

Concerns and Additional Questions

- Provide an enumerated list of required courses for every grade level, including the 38 required courses for graduation and the required offering of the four AP courses.

Applicant Response:

In addition to addressing students' academic, real world and social competencies outside the traditional class structure, we also provide the 38 required courses for graduation including offering (4) AP courses.

1. Language Arts – 6 units
 - a. 4 units English
 - b. 1 unit oral communications or $\frac{1}{2}$ unit oral communications and $\frac{1}{2}$ unit of drama (embedded into English)
 - c. 1 unit journalism (other options approved by the department)
2. Science- 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)
 - a. 1 unit biology
 - b. 1 unit chemistry
 - c. 1 unit physics (other options as approved by the Department)
3. Mathematics- 6 units
 - a. 1 unit Algebra I
 - b. 1 unit geometry
 - c. 1 unit Algebra II
 - d. 1 unit pre-calculus mathematics to include trigonometry (other options as approved by the Department)
4. Foreign Languages – 2 units of the same language
5. Fine Arts- 3 $\frac{1}{2}$ units
 - a. 1 unit art
 - b. 1 unit instrumental music
 - c. 1 unit vocal music
 - d. $\frac{1}{2}$ unit survey of fine arts or an advanced art or an advanced music course
6. Computer Applications with emphasis on current applications – 1 unit
7. Social Studies – 4 units
 - a. 1 unit American history with emphasis on 20th Century America
 - b. 1 unit world history
 - c. $\frac{1}{2}$ unit civics
 - d. $\frac{1}{2}$ unit of Arkansas history if not taught in 7 or 8 grade (other options as approved by the Department)
8. Economics- $\frac{1}{2}$ unit
9. Health & Safety Education & Physical Education- 1 $\frac{1}{2}$ units
 - a. 1 unit physical education
 - b. $\frac{1}{2}$ unit health and safety education
10. Career & Technical Education- 9 units of sequenced career and technical education courses (programs of study) representing (3) occupational areas.

11. Advanced Placement (AP courses) offered as needed.

Sample Course of Study (10-12th grades, students requiring 9th grade courses will earn credit on-line)

10 th Grade	Fall	Spring
Academic (4)		
Math	Geometry	
Science	Biology	
English	English 10	
Social Studies	World History	
Real-World Lab (1)	Office Management	Internship
Career Focus (1)	Computer Applications I	Computer Applications II
Total Credits = 6		

11 th Grade	Fall	Spring
Academic (4)		
Math	Algebra II	
Science	Physics	
English	English II	
Social Studies	U.S. History	
Real-World Lab (1)	Entrepreneurship I	Entrepreneurship II
Career Focus (1)	Spanish I	Spanish II
	Survey of Fine Arts	
Total Credits = 6		

12 th Grade	Fall	Spring
Academic (4)		
Math	Statistics	
Science	Chemistry	
English	English 12	
Social Studies	Civics	Economics
Real-World Lab (1)	JAG	
Career Focus (1)	Spanish III	Spanish IV
	Intramural Athletics	
Total Credits = 6		

Remaining issues: It is not clear that the applicant understands that four AP courses must always be offered.

The applicant will have to replace Survey of Fine Arts as it is no longer an available.

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

Concerns and Additional Questions

- Complete the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	
2017-2018	10,11	
2018-2019	10,11,12	
2019-2020	10,11,12	
2020-2021	10,11,12	

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	150
2017-2018	10,11	300
2018-2019	10,11,12	450
2019-2020	10,11,12	450
2020-2021	10,11,12	450

C8: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the state standards

Fully Responsive

Concerns and Additional Questions

- Explain how the school will ensure that the curricula in all areas are aligned with Arkansas Curriculum Frameworks.

Applicant Response:

To ensure alignment with Arkansas Curriculum Frameworks, Future School instructors, under the guidance of the school principal, will utilize tools such as a digital portfolio system (e.g., Richer Picture: www.richerpicture.com) and a mastery tracking system (e.g., JumpRope: www.jumpro.pe)

Richer Picture will allow the faculty to create electronic learning plans and archive project work in a way that allows us (and students) to see a clear arc of progress through projects. JumpRope would allow the faculty to align those projects to standards and State Frameworks and describe an arc of progress through standards toward graduation.

C9: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

- Explain who will counsel students in crisis.
- Explain who will handle health needs during emergencies.
- Revise the special education section to state that special education teachers will be licensed in special education as this federal and state requirement cannot be waived.
- Specify if 1:18 ratio is the overall special education teacher caseload or if it is the per period range, which cannot be waived (See Section 17 of Special Procedural Requirements and Program Standards at <https://arksped.k12.ar.us/PolicyAndRegulations/Sections1to30.html>).
- Explain how Gifted and Talented (G/T) students will be assessed given that no funds for a trained G/T professional are included in the budget.

Applicant Response:

Our collaborative approach to student services, utilizing existing services in our community, allows us to effectively and efficiently meet all students' needs. We are contracting with Perspectives Behavioral Health Management, LLC to provide all mental health care needs for our students. (See attached document) To handle emergencies, an emergency response plan will be developed and discussed annually as part of professional development and operational planning.

To revise the special education section of student services, we confirm that special education teachers will be licensed in special education, as this federal and state requirement cannot be waived. The following is the revised response:

'Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of no more than 1:18 per caseload, no more than 6 students per class period. Future School will use certified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

Upon referral for G/T services, students will be assessed utilizing funds from the assessment budget.

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Concerns and Additional Questions

- Confirm that the charter school shall provide and publish, in a newspaper with general circulation in the district 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, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in Section 7.02.2 of the Standards for Accreditation.

Applicant Response:

Future School confirms that Future School shall provide and publish, in a newspaper with general circulation in the district 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, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in Section 7.02.2 of the Standards for Accreditation.

C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Fully Responsive

Concerns and Additional Questions

- Explain under what circumstances the charter will exclude a student who has been expelled from another public school.
- Explain how the maximum number of students will be enrolled at the beginning of each school year if parents have until the beginning of May to enroll students selected in the lottery with each parent of a student on the waiting list who is then offered admission having 30 days to respond before the next person on the list can be contacted.
- Confirm that no response to the prompt about the weighted lottery means that no weighted lottery is required or explain why a weighted lottery is needed and provide the federal or administrative order.

Applicant Response:

In the case a new student has been expelled from a previous school, prior to the student's first day of class, Future School staff will develop a success plan with the Advisory council and the student's learning team to ensure the student successfully integrates into school culture of high expectations.

The maximum number of students will be enrolled each year. The school year starts in August and a lottery is held in April. Families have 30 days from notification to accept or reject the slot, so in early May, Future School will have received decisions from families who have a spot. The remaining slots will be offered one-by-one to each student on the waiting list until we have reached full enrollment. Waitlisted students will have 5 days to accept their slot. This will ensure ample time to notify students, offer slots to waitlisted students and provide outreach to more students if necessary.

Future School confirms that no weighted lottery is required.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Provide the number of years of experience that will be required for the School Office Director.
- Revise to state that special education teachers will be licensed in special education as this federal and state requirement cannot be waived.

Applicant Response:

We will seek highly qualified applicants and as noted on pages 32-33, the school office director should have 3-5 years of experience.

Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of no more than 1:18 per caseload, no more than 6 students per class period. Our target ratio is a 1:15 caseload. Future School will use certified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;

- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Partially Responsive

Concerns and Additional Questions

- Describe in more detail the “unique partnership with the district.”
- Verify that the part-time business manager will be a contracted employee.
- Provide contact information of the funding partners and copies of existing agreements for additional funding.
- Provide documentation that the \$250,000 in start-up funding has been awarded.

Applicant Response:

As of this writing, Future School of Fort Smith and the Fort Smith Public School district are in discussions as to the nature of a partnership.

Future School verifies that the part-time business manager will be a contracted employee.

Documentation of start-up funding is attached.

Remaining issue: The letter that indicated financial support does not include a specific dollar amount while the donated financial support doubled from the initial budget (\$250,000) to the revised budget (\$500,000).

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school’s financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is

not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;

- o The employees of the public school district where the charter school will be located;
- o The sponsor of the charter school; and
- o Employees, directors and/or administrators of the charter school

Fully Responsive

Concerns and Additional Questions

- Explain the discrepancy as the response to one part of this section indicates no site has been selected, but another part indicates a facility owner who is named on the signed Facility Utilization Agreement. The agreement includes the same address that is provided on page 2 of the application.
- Explain how students will be accommodated once the cap of 450 is met, given the facility discussed “accommodates 350 students.”
- Consider revising the budget to include building improvements, rather than specific items such as “windows.”

Applicant Response:

See new Facilities Utilization Agreement for 30,000sq ft property (attached)

Remaining issue: The budget states that \$250,000 will be spent to renovate church property where the school will be located.

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Partially Responsive

Concerns and Additional Questions

- Confirm that the school will apply for the Federal National School Lunch Program.
- Confirm an understanding that a school cannot require students to purchase a meal plan in order to participate in the Federal National School Lunch Program.
- Explain in detail how students will be served with multiple vendors.
- Explain in detail how reimbursable meals will be counted at each point of service, given that only one person will be overseeing nutritional services.
- Explain how students will be fed reimbursable meals during internships.

Applicant Response:

Future School will apply for the Federal National School Lunch Program. Future School understands that we cannot require students to purchase a meal plan in order to participate in the Federal National School Lunch Program. Future School's lunch vendor will meet all federal guidelines to participate in the program in providing a nutritious lunch to students who qualify. The nutrition director will count each reimbursable meal at the only point of service on the school campus. The lunch will meet National School Lunch Program requirements for reimbursable meals. Meals will be served at the Future School location.

Remaining issue: The applicant needs to confirm that the charter will follow federal and state procurement regulations when obtaining a food service management company.

C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

Concerns and Additional Questions

- Explain how the school intends to verify and maintain a unitary system of desegregated public schools.
- Provide data to support your claims.

Applicant Response:

Future School will also review the desegregation status of the surrounding districts, as necessary. Future School will ensure that all of our admission processes (including the use a random, anonymous lottery and a waiting list if necessary) are race-neutral, and that will monitor such processes regularly to ensure legal compliance.

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

C24: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Other:

- Explain in detail how the grading scale will incorporate the state assessment.
- Explain if and how background checks will be conducted for community members involved in internships

Applicant Response:

State assessment will be used as a major data piece in the review of the student's personalized learning plan. If adequate progress were not made, a specialized section of the plan would focus on additional intensive remediation services, which would be incorporated into the learning plan. With multiple avenues to demonstrate mastery in academics, college, career preparation and social development, Future School students will be awarded a grade to demonstrate achievement in all areas.

Background checks, in accordance with state laws, will be conducted on all faculty and community internship partners.

Remaining issues: It is not clear on how the state assessment will be incorporated into the grading scale and withdrew waivers that relate to the grading scale.

The applicant states that background checks will be done in accordance with state laws; however; there are no state laws that pertain to background checks for community internship partners.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$70,000.00	1	\$73,500.00
2	Assistant Principal			1	\$70,000.00
3					
4					
5					
6					
7	Subtotal:		<u>\$70,000.00</u>		<u>\$143,500.00</u>
8	Fringe Benefits (rate used <u>30%</u>)		<u>\$21,000.00</u>		<u>\$43,050.00</u>
9	Total Administration:		<u><u>\$91,000.00</u></u>		<u><u>\$186,550.00</u></u>

Regular Classroom Instruction:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
10	Teachers	6	\$50,000.00
11	Aides		
12	Subtotal:		<u>\$300,000.00</u>
13	Teacher Fringe Benefits (rate used <u>30%</u>)		<u>\$90,000.00</u>
14	Aide Fringe Benefits (rate used <u> </u>)		
15	Total Regular Classroom Instruction:		<u><u>\$390,000.00</u></u>
			<u><u>\$799,500.00</u></u>

Special Education:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
16	Teachers	1	\$50,000.00
17	Aides		
18	Subtotal:		<u>\$50,000.00</u>
19	Teacher Fringe Benefits (rate used <u>30%</u>)		<u>\$15,000.00</u>
20	Aide Fringe Benefits (rate used <u> </u>)		
21	Total Special Education:		<u><u>\$65,000.00</u></u>
			<u><u>\$133,250.00</u></u>

Gifted and Talented Program:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
22	Teachers	0	\$0.00
23	Aides		
24	Subtotal:		<u>\$0.00</u>
25	Teacher Fringe Benefits (rate used <u> </u>)		<u>\$0.00</u>
26	Aide Fringe Benefits (rate used <u> </u>)		
27	Total Gifted and Talented Program:		<u><u>\$0.00</u></u>
			<u><u>\$0.00</u></u>

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers		\$0.00		\$0.00
29 Aides				
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

	2016-2017 No. FTEs	2017-2018 No. FTEs
34 List Positions		\$0.00
35		
36		
37		
38		
39 Subtotal:		\$0.00
40 Fringe Benefits (rate used _____)		\$0.00
41 Total English Language Learner Program:		\$0.00

Guidance Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
42 List Positions		\$0.00
43		
44		
45		
46		
47 Subtotal:		\$0.00
48 Fringe Benefits (rate used _____)		\$0.00
49 Total Guidance Services:		\$0.00

Health Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
50 List Positions		\$0.00
51		
52		
53		
54		
55 Subtotal:		\$0.00
56 Fringe Benefits (rate used _____)		\$0.00
57 Total Health Services:		\$0.00

Media Services: List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 _____	_____	\$0.00	_____	\$0.00
59 _____	_____	_____	_____	_____
60 _____	_____	_____	_____	_____
61 _____	_____	_____	_____	_____
62 _____	_____	_____	_____	_____
63 Subtotal:		\$0.00		\$0.00
64 Fringe Benefits (rate used _____)		\$0.00		\$0.00
65 Total Media Services:		\$0.00		\$0.00

Fiscal Services:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
66	_____	_____	\$0.00
67	_____	_____	_____
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	Subtotal:	_____	\$0.00
72	Fringe Benefits (rate used _____)	_____	\$0.00
73	Total Fiscal Services:	_____	\$0.00

Maintenance and Operation:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
74		\$0.00	\$0.00
75			
76			
77			
78			
79	Subtotal:	\$0.00	\$0.00
80	Fringe Benefits (rate used _____)	\$0.00	\$0.00
81	Total Maintenance and Operation:	\$0.00	\$0.00

Pupil Transportation:	2016-2017 No. FTEs	2017-2018 No. FTEs
List Positions	\$0.00	\$0.00
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Subtotal:	\$0.00	\$0.00
Fringe Benefits (rate used _____)	\$0.00	\$0.00
Total Pupil Transportation:	\$0.00	\$0.00

Food Services:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	Salary	No. FTEs	Salary
90	_____	_____	\$0.00	_____	\$0.00
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used _____)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00
Data Processing:		2016-2017		2017-2018	
	List Positions	No. FTEs		No. FTEs	
98	School Office Director	1	\$40,000.00	1	\$42,000.00
99	_____	_____	_____	_____	_____
100	_____	_____	_____	_____	_____
101	_____	_____	_____	_____	_____
102	_____	_____	_____	_____	_____
103	Subtotal:		\$40,000.00		\$42,000.00
104	Fringe Benefits (rate used 30%)		\$12,000.00		\$12,600.00
105	Total Data Processing:		\$52,000.00		\$54,600.00
Substitute Personnel:		2016-2017		2017-2018	
	No. FTEs			No. FTEs	
106	Number of Certified Substitutes _____	_____	\$0.00	_____	\$0.00
107	Number of Classified Substitutes _____	_____	_____	_____	_____
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used _____)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used _____)		_____	_____	_____
111	Total Substitute Personnel:		\$0.00		\$0.00
112	TOTAL EXPENDITURES FOR SALARIES:		\$598,000.00		\$1,173,900.00

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
1	2016-2017		
1	No. of Students <u>150</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$996,900.00</u>	
2	No. of Students <u>150</u> x <u>\$26.00</u> Professional Development	<u>\$3,900.00</u>	
3	No. of Students <u>105</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$108,465.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>	_____	
5			
	2017-2018		
6	No. of Students <u>300</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,993,800.00</u>	
7	No. of Students <u>300</u> x <u>\$26.00</u> Professional Development	<u>\$7,800.00</u>	
8	No. of Students <u>210</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$216,930.00</u>	
9	No. of Students _____ x _____ Other: <i>Explain Below</i>	_____	
10			
11	Total State Charter School Aid:	<u><u>\$1,109,265.00</u></u>	<u><u>\$2,218,530.00</u></u>
12			
	Other Sources of Revenues:		
	(<u>MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE</u>)		
13	Private Donations or Gifts	_____	_____
14	Federal Grants (List the amount)	_____	_____
15	Special Grants (List the amount)	_____	_____
16	Other (<i>Specifically Describe</i>)	_____	_____
17	Start Up Funding	<u><u>\$500,000.00</u></u>	_____
	Total Other Sources of Revenues:	<u><u>\$500,000.00</u></u>	_____
18	TOTAL REVENUES:	<u><u>\$1,609,265.00</u></u>	<u><u>\$2,218,530.00</u></u>

EXPENDITURES

Administration:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u><u>\$91,000.00</u></u>	<u><u>\$186,550.00</u></u>
19	Purchased Services - List Vendors Below		
20	V - AD 1 Prof. Development	<u><u>\$5,000.00</u></u>	<u><u>\$10,000.00</u></u>
21	V - AD 2 Outreach	<u><u>\$5,000.00</u></u>	<u><u>\$5,000.00</u></u>
22	V - AD 3 _____	_____	_____
23	V - AD 4 _____	_____	_____
24	V - AD 5 _____	_____	_____
25	Supplies and Materials	<u><u>\$13,000.00</u></u>	<u><u>\$7,000.00</u></u>
26	Equipment	<u><u>\$16,000.00</u></u>	<u><u>\$3,000.00</u></u>
27	Other (List Below)		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$130,000.00</u></u>	<u><u>\$211,550.00</u></u>

		2016-2017 Amount:	2017-2018 Amount:
32	Salaries and Benefits	\$390,000.00	\$799,500.00
33	Purchased Services - List Vendors Below		
V - CI 1	Prof. Development	\$30,000.00	\$60,000.00
V - CI 2	Assessments	\$12,000.00	\$24,000.00
V - CI 3			
V - CI 4			
V - CI 5			
38	Supplies and Materials	\$145,200.00	\$181,200.00
39	Equipment		
40	Other (List Below)		
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	\$577,200.00	\$1,064,700.00
	Special Education:		
46	Salaries and Benefits	\$65,000.00	\$133,250.00
47	Purchased Services - List Vendors Below		
V - SE1	Speech, OT, PT	\$9,000.00	\$18,000.00
V - SE2	Prof. Development	\$5,000.00	\$10,000.00
V - SE3			
V - SE4			
V - SE5			
52	Supplies and Materials	\$6,000.00	\$12,000.00
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	Total Special Education:	\$85,000.00	\$173,250.00
	Gifted and Talented Program:		
60	Salaries and Benefits	\$0.00	\$0.00
61	Purchased Services - List Vendors Below		
V - GT1	Waiver requested		
V - GT2			
V - GT3			
V - GT4			
V - GT5			
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
75	Purchased Services - List Vendors Below		
76	V - ALE1 <u>Waiver requested</u>		
77	V - ALE2		
78	V - ALE3		
79	V - ALE4		
80	V - ALE5		
81	Supplies and Materials		
82	Equipment		
83	Other (List Below)		
84			
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>

English Language Learner Program:

88	Salaries and Benefits	\$0.00	\$0.00
89	Purchased Services - List Vendors Below		
90	V - ELL1 <u>ELL Specialist</u>	\$10,000.00	\$20,000.00
91	V - ELL2		
92	V - ELL3		
93	V - ELL4		
94	V - ELL5		
95	Supplies and Materials	\$1,000.00	\$2,000.00
96	Equipment		
97	Other (List Below)		
98			
99			
100			
101	Total English Language Learner Program:	<u>\$11,000.00</u>	<u>\$22,000.00</u>

Guidance Services:

102	Salaries and Benefits	\$0.00	\$0.00
103	Purchased Services - List Vendors Below		
104	V - GS1 <u>Community Provider</u>	\$10,000.00	\$15,000.00
105	V - GS2		
106	V - GS3		
107	V - GS4		
108	V - GS5		
109	Supplies and Materials		
110	Equipment		
111	Other (List Below)		
112			
113			
114			
115	Total Guidance Services:	<u>\$10,000.00</u>	<u>\$15,000.00</u>

		2016-2017 Amount:	2017-2018 Amount:
116	Salaries and Benefits	\$0.00	\$0.00
117	Purchased Services - List Vendors Below		
V - HS1	Community Clinic	\$15,000.00	\$20,000.00
V - HS2			
V - HS3			
V - HS4			
V - HS5			
122	Supplies and Materials	\$500.00	\$1,000.00
123	Equipment		
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:	\$15,500.00	\$21,000.00
130	Salaries and Benefits	\$0.00	\$0.00
131	Purchased Services - List Vendors Below		
V - MS1	Broadband connection	\$5,000.00	\$5,000.00
V - MS2			
V - MS3			
V - MS4			
V - MS5			
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:	\$5,000.00	\$5,000.00
144	Salaries and Benefits	\$0.00	\$0.00
145	Purchased Services - List Vendors Below		
V - FS1	CPA	\$40,000.00	\$60,000.00
V - FS2	Legal Audit	\$10,000.00	\$10,000.00
V - FS3			
V - FS4			
V - FS5			
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153			
154			
155			
156			
157	Total Fiscal Services:	\$50,000.00	\$70,000.00

	Maintenance and Operation:	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
159	Purchased Services - List Vendors Below INCLUDE UTILITIES		
160	V - MO1 Maintenance/Repairs	<u>\$7,000.00</u>	<u>\$7,000.00</u>
161	V - MO2 Utilities	<u>\$20,000.00</u>	<u>\$20,000.00</u>
162	V - MO3 Disposal/Waste Services	<u>\$4,000.00</u>	<u>\$4,000.00</u>
163	V - MO4 Custodian	<u>\$15,000.00</u>	<u>\$20,000.00</u>
164	V - MO5	<u>\$7,000.00</u>	<u>\$10,000.00</u>
165	Supplies and Materials		
166	Equipment		
167	Other (List Below)		
168			
169			
170			
171	Total Maintenance and Operation:	<u>\$53,000.00</u>	<u>\$61,000.00</u>
172	Pupil Transportation:	<u>\$0.00</u>	<u>\$0.00</u>
173	Salaries and Benefits		
174	Purchased Services - List Vendors Below		
175	V - PT1 Monthly Bus Passes (\$350/student)	<u>\$52,500.00</u>	<u>\$105,000.00</u>
176	V - PT2		
177	V - PT3		
178	V - PT4		
179	V - PT5		
180	Supplies and Materials		
181	Equipment		
182	Other (List Below)		
183			
184			
185	Total Pupil Transportation:	<u>\$52,500.00</u>	<u>\$105,000.00</u>
186	Food Services:	<u>\$0.00</u>	<u>\$0.00</u>
187	Salaries and Benefits		
188	Purchased Services - List Vendors Below		
189	V - FD1 Nutrition Director	<u>\$20,000.00</u>	<u>\$40,000.00</u>
190	V - FD2		
191	V - FD3		
192	V - FD4		
193	V - FD5		
194	Supplies and Materials		
195	Equipment		
196	Other (List Below)		
197			
198			
199	Total Food Services:	<u>\$101,000.00</u>	<u>\$232,000.00</u>

	Data Processing:	2016-2017 Amount:	2017-2018 Amount:
200	Salaries and Benefits	\$52,000.00	\$54,600.00
	Purchased Services - List Vendors Below		
201	V - DP1 _____	_____	_____
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	\$4,500.00	\$9,000.00
207	Equipment		
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	\$56,500.00	\$63,600.00
	Substitute Personnel:		
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 Substitute Services _____	\$5,250.00	\$10,500.00
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	\$5,250.00	\$10,500.00
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$48,000.00	\$48,000.00
	Facility Upgrades - List Upgrades Below		
222	_____	_____	_____
223	Building Renovations _____	\$250,000.00	_____
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	\$10,000.00	\$10,000.00
230	Content Insurance for One Full Year	\$10,000.00	\$10,000.00
231	Total Facilities:	\$318,000.00	\$68,000.00

Debt Expenditures:

List Debts Below

232
233
234

Total Debts:**2016-2017 Amount:** **2017-2018 Amount:**

Other Expenditures:

List Other Expenditures Below

235
236
237
238
239
240
241

TOTAL EXPENDITURES:**\$1,469,950.00** **\$2,122,600.00**

242

Net Revenue over Expenditures:**\$139,315.00** **\$95,930.00***Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

Attachment 1: Educational Partner Letter

September 8, 2015

Arkansas Department of Education
Charter Authorizing Panel
4 Capitol Mall #26
Little Rock, Arkansas
72201

Charter Authorizing Panel:

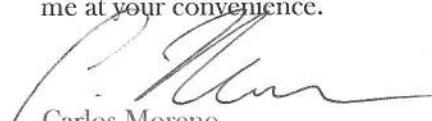
This letter is to demonstrate our organizations' support for the Future's School application. We have reviewed the application, and we find the education program fully in line with the modern learning approaches and techniques that have worked so successfully to meet today's education needs in our experience. We are proud to partner with the founding team of the Future School as they work to provide a different kind of educational opportunity for the students and families of Fort Smith. Big Picture Learning is pleased to share our extensive expertise and experience creating curriculum and schools built around real-world, interest-based learning opportunities for students in partnership with the board, staff, parents, and students of Future School to implement this new school design.

Our organization, Big Picture Learning (www.bigpicture.org) has supported the development of over 200 public schools in the U.S. and abroad. Our 'One student at a time' philosophy puts students in the driver's seat of their education and has been recognized as an innovative approach to public education since 1995. Through internships, an intensive advising program and personalized learning plans for each student, we help school communities design and sustain a student-centered approach to learning.

We have already begun our work to help the founders of the Future School of Fort Smith design various components of their student-centered educational approach. Upon approval of the Future School charter, our Big Picture Learning (BPL) team will assist the school leadership team by providing specific technical assistance and support services, which include:

- School, Program, and Curriculum Designs: Program development (e.g., daily schedule, organization of advisories, integration of LTI - Learning through Internship), and curriculum development (e.g., standards alignment, instructional strategies, and assessment).
- Principal Training/Coaching. BPL will provide education, training, and support services for Future School of Fort Smith school leaders through weekly/monthly correspondence, on-site training and annual conferences.
- Staff Training/Coaching. BPL will provide education, training, and support services for Future School of Fort Smith BPL school advisors and staff through weekly/monthly correspondence, on-site training and annual conferences.

Please use this as an official letter of support, with a formal Memorandum of Understanding to be completed once the school's application is approved. If you need any additional information or have questions, please do not hesitate to contact me at your convenience.



Carlos Moreno
Co-Executive Director

Governor: I Can End Test Contract

By John Lyon
ARKANSAS NEWS BUREAU
JLYON@ARKANSASNEWS.COM

LITTLE ROCK — Gov. Asa Hutchinson said Monday he is directing the state Education Department to withdraw from the Partnership for Assessment of Readiness for College and Careers despite a recent vote by the state Board of Education to renew the state's commitment to PARCC.

In a letter to Education Commissioner Johnny Key, Hutchinson said that under the state's memorandum of understanding with PARCC, if the governor is succeeded by another person, the successor "shall affirm in writing to the governor's board chair the state's continued commitment to participate in the consortium and to the binding commitments made by that official's predecessor within five

months of office."

Hutchinson took office Jan. 13, succeeding Mike Beebe, who was prevented by term limits from seeking a third term.

"Since I took office, there has been no action by the governor or the commissioner of education to reaffirm the state's continued commitment and participation in the PARCC consortium," Hutchinson said Monday in his letter. "On the contrary, I have publicly expressed my support for withdrawing from PARCC."

For the first time this spring, Arkansas schools administered standardized tests developed by PARCC and aligned with the Common Core State Standards.



Hutchinson

During this year's legislative session, the House approved a bill by Rep. Mark Lowery, R-Maumelle, to withdraw from PARCC, but the Senate amended the bill, which became law, so that it only prohibited the state from contracting with PARCC for more than a year at a time.

Earlier this month, a task force created by Hutchinson to review Common Core and PARCC recommended that the state not renew its contract with PARCC, which expires June 30, and that it instead seek a contract to administer ACT Aspire tests. Among other things, the task force said ACT Aspire tests can be completed in about half the time that students need to complete the PARCC tests.

The task force has not yet made a recommendation on whether the state should keep Common Core.

Hutchinson accepted the task force's recommendation and asked the Education Board to end the PARCC contract, but on June 11 the board voted 7-1 to renew the contract, rejecting the governor's request. The decision requires legislative approval.

The governor said Monday in his letter, "Based on actions during the regular session, it is clear that legislators want to move away from PARCC."

It should also be noted that the number of other states participating in PARCC has dropped substantially, a trend that could make the prospect of cross-state comparability difficult in the future."

Since 2010, the number of states in the PARCC consortium has dwindled from 26 to 12.

Hutchinson acknowledged that the decision as to what should replace PARCC is not his alone to make.

"In my judgment, ACT and ACT Aspire are the right assessment tools to accomplish the goal of national comparison of student achievement and long-term stability," he said in the letter to Key. "I recognize the role of the state Board of Education in assessment selection and that certain steps are required to make a change. Please coordinate with the state Board of Education to select a new assessment provider."

Jay Barth, who was among the Education Board members who voted to renew the contract with PARCC, said Monday he had not read the language Hutchinson cited from the memorandum of understanding and had not previously been aware of the memorandum. Barth said he would need to look into the matter before commenting.

Crews Hunt For Missing Man

TIMES RECORD STAFF

Authorities are searching for a man they believe has been missing since last week.



Buchanan

S e - b a s t i a n County Emergency Management Director Jeff Turner said the county's Searc h and Rescue Unit, along with other local authorities are looking for William Darrell Buchanan of Fort Smith, who was reported missing June 16.

Buchanan is described as a white male with black hair and brown eyes in his early 50s, possibly 51, Turner said. He is about 5 feet, 11 inches tall and weighs about 180 pounds.

He was last seen walking in the Fianna Hills area, Turner said.

Turner said crews are searching the wooded areas near Fianna Hills and the surrounding areas between Arkansas 253 and U.S. 271.

Turner said it was unsure if the man has a history of mental illness or is in need of medication.

A missing persons report was filed with the Fort Smith Police Department, he said, adding he encouraged those with any knowledge about Buchanan to call the police at 709-5116.

INDUCTEES: First Group Honored Formed After Faubus Closed High Schools

CONTINUED FROM PAGE 1A

• Hattie Caraway, the first woman elected to the U.S. Senate.

• Hester Davis, a leader in the development of cultural resources management legislation and programs who blazed a trail for women in archaeology.

• Roberta Fulbright, a former publisher of the Northwest Arkansas Times who championed the University of Arkansas, fought corruption and advocated for women's equality.

The first organization to be inducted is:

• Women's Emergency Committee to Open Our Schools, or WEC, which

was formed in Little Rock in 1958 in response to Gov. Orval Faubus' closing of the city's four public high schools to prevent further desegregation.

A selection committee chose the inductees from 73 nominations submitted by the public. The inductees will be honored in an Aug. 27 ceremony at the Statehouse Convention Center in Little Rock. Ticket information and information about the inductees are available at www.arwomeshalloffame.com.

"It certainly is long overdue that we recognize the extraordinary history of women in Arkansas' history,

its leadership and its problem solving," Hutchinson said during Monday's news conference.

"Whether you look at the incredible history of women in Arkansas from the political arena of Hattie Caraway, our first woman elected in her own right in the United States Senate, to Daisy Bates, the civil rights leader, our entire history of Arkansas is filled with extraordinary women who have provided leadership," he said.

Nan Snow of Little Rock, board president of the Women's Hall of Fame, said the inductees "have made a major impact on the lives

of others and helped elevate the status of women in our state, the nation and, in some cases, around the world."

The organization intends to induct a new group each year. Information about the first inductees will be included in a traveling exhibit, but eventually the organization hopes to establish a fixed location, Snow said.

Snow told reporters Clinton was chosen "on her merit" and not because of her presidential bid. She said Clinton and the other living inductees have been invited to the ceremony but said she had not heard whether

Clinton would attend.

The Women's Hall of Fame began as a partnership between the North Little Rock Chamber of Commerce and Arkansas Business Publishing Group of Little Rock. Terry Hartwick, the chamber's president and CEO, said he got the idea after noticing that Arkansas Business Hall of Fame includes mostly men.

Hartwick said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"



Fort Smith School Board member David Hunton votes on an issue Monday night during a board meeting.

COTTON: Hutchinson Says Confederate Flag 'Part Of History'

CONTINUED FROM PAGE 1A

He also said, "The C o f C C is hardly responsible for the actions of this deranged individual merely because he gleaned accurate information from our website."

On Monday, South Carolina Gov. Nikki Haley called for removal of the Confederate flag, a symbol that Roof has posed with in several photos, from that state's Capitol. The flag's removal would require an act of the South Carolina Legislature.

Hutchinson was asked Monday about his thoughts on the Confederate flag and Arkansas' state flag, which includes a star over the word "Arkansas" that is meant to represent the Confederacy, according to the secretary of state's website.

"It's part of history," Hutchinson said. "It should not be utilized as a symbol for current events. It is history, and obviously we understand that history more deeply in the South than anywhere else."

Hutchinson was on a European economic-development mission when the shooting occurred. On Sunday night, he attended a vigil in North Little Rock for the shooting victims.

"I think what we've got to concentrate on is not the politics of those decisions now, but as we remembered yesterday at the Bethel AME Church, we really remembered the nine families and really celebrated the lives of those that made

a difference every day that lost their life in that tragedy," he said.

Hutchinson said the demonstrations of faith by South Carolinians in a difficult time have been an example for the nation.

"I just hope Arkansas never has such a tragedy that happens here, but I think we've learned a lot from how South Carolina has handled it in terms of forgiveness, in terms of unity, in terms of working together in the community," he said.

PROPOSAL: Board Drafts Nonschool Facility Use Policy

CONTINUED FROM PAGE 1A

The school board backed off that plan in 2014 following opposition from a group of local business men, in addition to a third-party study that predicts Fort Smith schools likely will see little enrollment growth over the next decade.

Led by First National Bank of Fort Smith President Sam Sicard, the group cited concerns of additional costs and "the further division of our community" in a letter to the superintendent. The group's suggested alternative was "expansion and reinvestment in our two existing high schools."

"I guess the push-back we had from certain members of the community put the potential high school on the back burner," Wade said. "But if we do that on a permanent basis, we've got to do something with our existing facilities."

Wade referred to the latest proposal as a "large group of projects that are going to cost significant sums of money."

"In this case if we're going to follow the lead of some of these members of this community to try to expand existing facilities," he said, "we're going to have to have significant financial help from the community by way of a millage increase."

YARD ART: Owner Built Life-Sized Duck Hunter For Client

CONTINUED FROM PAGE 1A

Large pottery planters are also available, and Brett designs customized pieces for clients like a

recent one of a life-sized duck hunter with ducks.

The Foote, who have been in the metal art business for about 20

years, formerly had a business in Hot Springs called Desert Edge Imports and are in the process of setting up an

other outlet in Ocala, Fla.

Yard Art is located at 6618 U.S. 271 South near Chaser's Bar in Fort Smith.

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NOTICE OF PUBLIC HEARING-OPEN TO THE PUBLIC

Future School invites high school students, parents, educators and community members to a series of community conversations this summer to discuss our plans to submit an application for an open enrollment public charter high school in Fort Smith. This will be an opportunity to meet with others in our community to share ideas about innovation in education for high school students in Fort Smith.

RSVP & Info: Trish Flanagan @ trish@fsfuture.org
Place: Elm Grove Community Center

Dates: July 9, 16, 28

Time: 6-7:30pm

*Refreshments will be provided

Escuela Futura se invita a los alumnos secundarios, los padres, los profesores y miembros de la comunidad a una serie de conversaciones este verano para discutir nuestra aplicación de escuela secundaria pública. Esta es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadoras de educación secundaria en Fort Smith.

RSVP y Info: Trish Flanagan @ trish@fsfuture.org
Lugar: Elm Grove Community Center

Fechas: July 9, 16, 28

Tiempo: 6-7:30pm

*Refrescos se proveerán

August 31, 2015

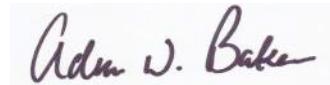
Arkansas Department of Education
4 Capitol Mall, #26
Little Rock, AR 72201

Ms. Flanagan,

Enjoyed our meeting on August 21, 2015, it was exciting to hear about the possible new and upcoming opportunities for students in the Fort Smith area.

As discussed, Perspectives Behavioral Health Management, LLC, is looking forward to building a partnership with Future School to provide school based mental health services. We are energized about being a part of this new conceptualized learning environment. We feel it will have a positive impact on the Fort Smith community.

Regards,



Adam W. Baker
Chief Executive Officer

August 4, 2015

Johnny Key
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Johnny,

I am writing on behalf of the Future School charter, which has a charter petition to establish a school in Fort Smith that will be addressed by the Charter Authorizing Panel on October 15. This proposed school in my view is unique in that it has strong business support, as well as partnering with the traditional school district to provide opportunities for all kids in Fort Smith.

A specific initiative within the foundation's strategy for what we call our "Home Region" is to assist area industries to attract and retain quality associates. A significant portion of this initiative is having quality educational options for families in the region.

While we in Northwest Arkansas have been blessed with excellent traditional district schools, we feel that more comprehensive school districts sometimes struggle to serve families that want a smaller setting or different options. To their credit, the traditional district also feels this way and is willing to partner to create additional options for students, even if they aren't being directly served by the district schools. This was a model that was envisioned when the charter school law was passed in 1995.

Many families in the Fort Smith area are excited about the possibility of Future School becoming an option in the area, and we join them in supporting the school's application.

Please don't hesitate to contact me if you have any questions.

Sincerely,



Kathy Smith
Senior Program Officer – Arkansas Education



Mr. Johnny Key
Commissioner
Arkansas Department of Education

Dear Mr. Key ,

I am writing to confirm that I will support Future School of Fort Smith if the financial needs arise and are requested by the Board of Directors of Future School. I am confident between start-up grants, federal grants, fundraising, and my commitment that Future School finances will be sustainable for the long term.

Please let me know of any questions that I may be of assistance.

Kindest Regards,

A handwritten signature in black ink, appearing to read "Steve Clark".

Steve Clark

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Faith Assembly of God Church

Lessee(Tenant): Future School of Fort Smith

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 used on Sundays for church service and on one Tuesday each month for a luncheon.

Address of Premises: 5001 North O Street Fort Smith, Arkansas 72904

Square Footage: 30,000 sq ft

Terms of Lease: July 1, 2016-July 1, 2018

Rental Amount: \$2,000/month

Contingency: The terms of this agreement are contingent upon

Future School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20¹⁶

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Future School of Fort Smith
By: Future School by Trish Flanagan Date 9/9/15

Lessor: Faith Assembly of God Church
By: Faith AOS by Pastor Cary Moore Date 9-9-15

Please see following page for additional contingencies.

Additional Contingencies

Facilities usage agreement (attached document) is additionally contingent upon approval of a lease agreement by Faith Assembly of God Church board of directors and the church body and the Future School of Fort Smith board of directors. Under the lease agreement, (1) Faith Assembly of God Church will retain the right to have church services on the property on Sundays and third Tuesday of every month, and (2) Future School will be responsible for all maintenance and repair of the leased property and for all utilities by the leased property.

Lessee: Future School by [Signature] Date: 9/9/15
Lessor: Ft. Smith A/G Church Board of Directors Date: 9-9-15



September 8, 2015

Arkansas Department of Education
Arkansas State Board of Education
501 Capitol Mall
Little Rock, AR 72201

To the Arkansas Department of Education:

I am in my tenth year of service as the Chancellor of the University of Arkansas - Fort Smith and I am writing this letter in support of the new high school educational initiative in Fort Smith called Future School. The University of Arkansas - Fort Smith sees great potential in new approaches to teaching and learning, particularly one like Future School which capitalizes on real world learning and internships.

Where UAFS can really lend support to the students of Future School will be in the dual credit area where students can simultaneously earn high school and college credit for a course and exit high school with a high school diploma and a university transcript that is transferable to whatever college or university a student might choose to attend. As a student at UAFS, a Future School student will have access to our expanded library, cultural opportunities on campus and in the community, and state of the art learning opportunities that feature our highly skilled and specialized faculty and our high tech learning environments.

Cities with options for student learning in high school create opportunity for success that can accommodate varied learning styles and subject interests. The Future School can add value to an already established quality learning environment that the Fort Smith Schools provide every day. I look forward to the Arkansas Department of Education considering this proposal favorably.

Collegially,

A handwritten signature in black ink, appearing to read "J. B. Beran".

Paul B. Beran, Ph.D.
Chancellor

ch



August 2, 2015

Arkansas Department of Education
Arkansas State Board of Education
401 Capitol Mall
Little Rock, AR 72201

Charter School Review Committee:

I am an Arkansas native with rather a unique experience on web and mobile technology projects for multiple Fortune 100 brands over the last 20 years at Tyson Foods, Rockfish Digital, and Propak Logistics. I fully support the initiatives and the approach that the Future School is taking in bringing real world, modern, and relevant technology education to high school classrooms and hope this model can be replicated in schools across the state to improve the caliber and quality of technology talent in the state which is necessary to sustain technology jobs in the state. In our hiring process technology education alone does not result in a successful hire so we look for relevant real world experience primarily from internships or technology hobbies. As a personal note my internship at Tyson Foods was invaluable – as other students were learning the absolute basics of code, I was developing the Tyson Intranet website for 14,000+ users.

I view Northwest Arkansas and the River Valley as a greenfield opportunity. We have severe gaps in available relevant technology talent, knowledge, process & tools that exist in high tech areas of the country. Personally I view this as the single largest economic roadblock in NWA and the River Valley but I am also encouraged with progress on this front, specifically by targeting web, mobile, robotics, and “internet of things” technology in high school education.

I believe that technology education in high school is the first building block to transition the River Valley and NWA into the “digital economy”. I will provide any and all resources at my disposal to make this initiative successful including:

- Provide internship opportunities, projects, mentorship, and workspace
- Advise on technology content needed for high school graduates to be employable and have relevant experience coupled with knowledge
- Assist in the hiring process of technology teachers, as well as ongoing advise & mentorship to ensure that changes in the marketplace are reflected in the classroom

I will be available for any questions or further commentary on topics addressed in this letter. I applaud you for consideration and participation in necessary steps to “put this region on the map” technologically.

Regards,


Kent M. Watson
Vice President Propak Logistics, Inc.

We'll take it from here.sm

P.O. Box 11708 Fort Smith, AR 72917 Office 479.478.7800 Fax 479.478.0386

propak.com



PO. Box 10048 (72917-0048)
3801 Old Greenwood Road
Fort Smith, AR 72903
479.785.6000
arcb.com

September 3, 2015

Judy R. McReynolds
President & Chief Executive Officer
p: 479.785.6281
f: 479.785.6124
jrmcreynolds@arcb.com

Arkansas Department of Education
Arkansas State Board of Education
4 Capitol Mall #26
Little Rock, AR 72201

Dear Sir or Madame:

On behalf of ArcBest Corporation, I would like to offer my support for The Future School of Fort Smith. As a member of the Fort Smith Regional Council and corporate supporter of the Fort Smith Regional Chamber of Commerce, economic development is an important goal; bringing new jobs and retaining existing jobs in our region.

In April, 2015, ArcBest Corporation broke ground for construction of its new corporate headquarters at Chaffee Crossing in Fort Smith in support of our plan to create 975 additional jobs in Fort Smith through 2021. We believe this region possesses a great pool of talent, and we look forward to having these exceptional employees build a career with us. With these plans to grow the company's local workforce, educational options for our local students are extremely important.

ArcBest Corporation is a proud supporter of the Fort Smith Public School district, partnering with local schools in Partners in Education and supporting various other annual events and functions, and will continue to partner with them in the future, as well as support The Future School of Fort Smith and its unique learning environment.

Together, Fort Smith will remain competitive in the 21st century.

Sincerely,

Judy R. McReynolds



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646-9519

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3101 North 6th Street
782-6392

GOLDTRAP UNIT
8800 South Dallas
452-5779

HUNTS PARK
3000 Dodson Avenue

September 4, 2015

TO: Arkansas Department of Education

RE: Charter School in Fort Smith, Arkansas

Please consider the approval of a Charter School in Fort Smith, Arkansas. Having worked in the Boys & Girls Clubs movement for the past 36 years, I realize the importance and power of education.

A Charter School in our community will help reach young people who are in need of project based learning, personalized learning plans, and increased mentoring. Having a choice in real world learning will help students become more successful in their career endeavors.

The Fort Smith Boys & Girls Clubs is willing to partner with the proposed Charter School in an effort to share space, resources and opportunities. Our organization has four Club sites and 95 acres of property. We serve 3,200 registered members (boys and girls ages 6-18). More than 400 volunteers help mentor, coach and support the Club.

Our mission is to help young people from all backgrounds, develop qualities needed to become responsible adults and leaders. To better fulfill this mission, we partner with several local agencies, including: Girl Scouts, Special Olympics, Fort Smith Public Schools, River Valley Regional Food Bank, University of Arkansas Fort Smith, etc.

We are excited to see potential for a Charter School in our community and strongly urge your endorsement.

Sincerely,

Jerry Glidewell
Executive Director
Fort Smith Boys & Girls Clubs

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United Way
of
Fort Smith Area

Attachment 12: Additional Letters of Support

Name	Title	Affiliation
Tim Allen	President, Fort Smith Chamber of Commerce	Community Organization
Sam Sicard	President, First National Bank	Community Organization
Jackie Flake	Pastor, Community Bible Church	Community Member
Jake Files	State Senator	Community Member
Jim Walcott	President, Williams, Weldon and Lick	Internship Partner
Jeremy Schreckhise	Vice President of Information Technology, Arkansas Oklahoma Gas	Internship Partner
Ron Tucker	CEO & President, Baldor Electric Company	Community Organization
Dr. Carol Reeves	Associate Vice Provost of Entrepreneurship, University of Arkansas	Community Organization
Conley Bone	Vice President, Newroads Telecom	Community Organization
Dr. Kerrie Tauber	Assistant Professor, University of Arkansas at Fort Smith	Internship Partner
Susan Mayes-Smith	Retired principal, TMCC High School	Advisor
Eric Wilson	CEO, Noble Impact	Community Organization
Talicia Richardson	Self-employed; education & business management	Internship Partner
Trish Richardson	Director of Upward Bound, UAFS	Community Organization
Rick Goins	Director of Alumni Affairs, UAFS	Internship Partner
Sarah Daigle	CEO & Team, Currant Technology Group	Internship Partner
Jessica Hayes	Director, Montessori of Fort Smith	Internship Partner
Alex Thomas	Director of Enrollment, Clinton School of Public Service	Community Member
Hollye Dickinson	Annual Giving Manager, Mercy Health Foundation	Community Member
Patti Grasso	Administrative Assistant, Propak Logistics	Community Member
Mike Barr	President, Weatherbarr Windows & Doors	Community Member
Suzy Smith	Owner, Beland Manor	Community Member
Keley Simpson	Missions Facilitator, First Presbyterian	Community Member
Monica Waltman	Community volunteer	Community Member

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Future School of Fort Smith Waivers Requested in Original Application 2015 Open-Enrollment Application

1. School Board

ARK. CODE ANN. § 6-13-601 et seq. District Board of Directors

ARK. CODE ANN. § 6-14-101 et seq. School Board Elections

Future School seeks exemption from these portions of the Education Code in order to govern the Future School board as planned in this charter. Future School believes these sections are only to school districts and seeks to ensure no confusion regarding the governance structure and bylaws of the Future School board. The waivers requested under the Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. § 6-13-629.

Legal Comments: Applicant should clarify what specific sections/subsections it is seeking and rationale should be provided to explain how this waiver will help the Applicant meet its goals. ADE Legal Services does not have information to provide additional guidance on necessary waivers.

Applicant Response: *Future School requests waivers of Ark. Code Ann. Sections 6-13-608, 6-13-613, 6-13-616, 6-13-619 (a)(1), (c) and (d), 6-13-621, 6-13-628, 6-13-630, 6-13-631, 6-13-632, 6-13-634, and 6-13-635, as well as 6-14-101 et seq. Future School seeks the waivers of these sections to have the flexibility to form a governing body that is unique to its situation, and named sections are generally only applicable to school districts.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

2. Grading Scale

ARK. CODE ANN. § 6-15-902(a) Grading Scale

ADE Rules Governing Uniform Grading Scale

Future School seeks exemption from this portion of the Education Code to allow for a more holistic grading system which includes state mandated assessments, college readiness exams and a comprehensive student portfolio based on student work in Real-World Lab. Academic progress is further assessed once a year through the ACT and Aspire assessments to determine college readiness and is assessed annually through state mandated assessment or the next generation of assessment.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals, in addition to, clarification of the assessment process, timing, etc. that it

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

will implement.

Applicant Response: Future School no longer seeks this waiver.

Remaining Issues: None

3. Teacher Licensure

ARK. CODE ANN. § 6-15-1004 Qualified teacher in every classroom

ARK. CODE ANN. § 6-17-301 concerning Employment of certified personnel

ARK. CODE ANN. § 6-17-302 concerning Principals' responsibility

ARK. CODE ANN. § 6-17-209 concerning Certification to teach particular grade or subject matter

ARK. CODE ANN. § 6-17-401 concerning Teacher licensure requirement

ARK. CODE ANN. § 6-17-902 concerning Definition of teacher

ARK. CODE ANN. § 6-17-919 concerning Warrants void without valid teaching license

ADE Rules Governing Educator Licensure

Standards of Accreditation 15.02 and 15.03

Future School seeks an exemption from these portions of the Education Code. While Future School will ensure that all teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is imperative for success that Future School have flexibility to hire teachers and administrators who are most qualified and best positioned to implement the unique programmatic plan. Our plan is built on the model we believe best prepares students for success in college and career. Future School will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment.

Legal Comments: None

Remaining Issues: None

4. Business Manager

ARK. CODE ANN. § 6-15-2302 General Business Manager

Future School seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in *italics*.

qualifications established by rule of the Department of Education. Future School will hire or contract with a qualified general business manager who is able to address the specific needs of the school.

Legal Comments: In order to effectuate this waiver, the Applicant should also request a waiver of the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts.

Applicant Response: *Future School wishes to amend this waiver request to include those Rules.*

Remaining Issues: None

5. Flag

ARK. CODE ANN. § 6-16-105 United States flag

ARK. CODE ANN. § 6-16-106 Arkansas flag

Future School seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds to display the U.S. and Arkansas flags.

Legal Comments: Applicant should clarify why this waiver is needed (i.e., why a flagstaff cannot be erected or why alternate placement is not possible).

Applicant Response: *Future School seeks this waiver to minimize the changes made to property, which is being leased by a landlord. Future School plans to display the flag, if allowed by landlord, as provided for by law. Alternatively, Future School will display the flag in a prominent area within the building.*

Remaining Issues: None

6. Planning Period

ARK. CODE ANN. § 6-17-114 Daily Planning Period

Future School seeks exemption from this portion of the Education Code because Future School's unique schedule requires flexibility to adapt teacher schedules to match the internship requirements and adjusted instructional time. Teachers will actually have increased planning time during a week at Future School where we emphasize the importance of preparation and planning, but not necessarily daily.

Legal Comments: None

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

7. Teacher Duty

ARK. CODE ANN. § 6-17-111 Duty Free Lunch

ARK. CODE ANN. § 6-17-117 Non-Instructional Duties

Future School seeks exemption from this portion of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. Future School offers of employment will be made while notifying potential hires of this exemption and potential expectations.

Legal Comments: None

Remaining Issues: None

8. Personnel

ARK. CODE ANN. § 6-17-201 et seq. Certified Personnel Policies

ARK. CODE ANN. § 6-17-203 Committee on Personnel Policies - Members

Future School seeks exemption from this portion of the Education.

ARK. CODE ANN. § 6-17-2301 et seq. Classified School Employee Personnel Policy Law

Future School seeks exemption from this portion of the Education Code. Future School will develop human resources policies and procedures that are best suited to serve our unique programmatic model, including, but not limited to the following: terms and conditions of employment; salary schedule; fringe benefits; and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

ARK. CODE ANN. § 6-17-201(c)(2) Classified employee compensation

ARK. CODE ANN. § 6-17-2203 Classified employees minimum salary act

ARK. CODE ANN. § 6-17-2403 Teacher compensation program of 2003

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School will develop competitive but flexible compensation schedules for its employees.

Legal Comments: To effectuate these waivers, applicant must seek a waiver of Ark. Code Ann. § 6-17-807. Applicant should clarify what specific sections/subsections of Ark. Code Ann. § 6-

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

17-201 and the specific sections of the Rules that it is seeking. Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals, including what specific policies will be utilized.

Applicant Response: Future School asks for waivers of Ark. Code Ann. Sections 6-17-807, 6-17-201 (c), and 6-17-203 through 6-17-205, and Sections 4-8 of the Rules. Future School seeks these waivers to have the flexibility to create a compensation system that is unique to its situation, while providing an adequate level of compensation for our staff.

Remaining Issues: Is Applicant requesting waiver of all of 6-17-201(c) or just 6-17-201(c)(2)? The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

9. Teacher Fair Dismissal / Public School Employee Fair Hearing Act

ARK. CODE ANN. § 6-17-1501 et seq. Teacher Fair Dismissal Act

ARK. CODE ANN. § 6-17-1701 et seq. Public School Employee Fair Hearing Act

Future School seeks exemption from this portion of the Education because the Future School programmatic model requires the flexibility to recruit, hire, and retain the most qualified and effective teachers available. Future School teachers and administrators are expected to be highly flexible and responsive to the needs of students, families, and industry partners. Future School offers of employment will be made while notifying potential hires of this exemption.

Legal Comments: None

Remaining Issues: None

10. Guidance and Counseling

ARK. CODE ANN. § 6-18-1001 et seq. Public School Services Act

ADE Rules Governing Public School Student Services

Standards of Accreditation 16.01

Future School seeks exemption from this portion of the Education Code. Future School instructors through their Real-World Lab groups will initially provide the services traditionally provided by a guidance counselor. In Future School's unique programmatic model, a student's Real-World Lab instructor stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.

Legal Comments: Waiver of the entire ADE Rules Governing Public School Student Services

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

is not necessary. Only Section 3.01.1 is necessary.

Applicant Response: Future School wishes to amend our request to just include Section 3.01.1.

Remaining Issues: None

11. School Nurses

ARK. CODE ANN. § 6-18-706 School nurse

ARK. CODE ANN. § 6-18-1001 et seq.

ADE Rules Governing Public School Student Services

Standards for Accreditation 16.03 Health and Safety Services

Future School seeks exemption from these portions of the Education Code and the ADE Rules. At Future School, we believe the duties of the school nurse will be fulfilled by the entire staff. Future School will utilize front office staff, such as the School Office Director, to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. All administrative staff will receive this training and will support the School Office Director as needed. Future School's Directors will work with our board and community network to reach out to the local medical community to aid in providing free health and vision screenings to students.

Legal Comments: Instead of Ark. Code Ann. § 6-18-1001 et seq., it appears that only a waiver of Ark. Code Ann. § 6-18-1005(a)(6) is necessary. Waiver of the entire ADE Rules Governing Public School Student Services is not necessary. Only Section 3.01.6 is necessary.

Applicant Response: Future School wishes to amend our request to include Sections 6-18-1005(a)(6) and 3.01.6.

Remaining Issues: None

12. Superintendent

ARK. CODE ANN. § 6-13-109 School superintendent

ARK. CODE ANN. § 6-17-302 Principal – responsibilities

Standards for Accreditation 15.01 and 15.02

Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School plans to employ a principal who will serve as the Superintendent and an assistant principal, with a student population of 300. Either one of these individuals, or a third party, might also fulfill the superintendent role in addition to their campus leadership position. This

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would allow Future School to use its human resources best to enact the programmatic model.

ARK. CODE ANN. § 6-17-427

ARK. CODE ANN. § 6-5-405(b)(1) Superintendent and Assistant Superintendent Professional Development

ADE Rules Governing Superintendent Mentoring Program

Standards of Accreditation 15.01 and 15.03

Future School seeks exemption from these Education Code provisions and ADE Rules. Future School must have the flexibility to attract and retain an individual who is highly skilled and eager to develop and grow a project-based learning, technology integrated school of the future with a unique schedule and a real-world internship model. The individual selected will receive additional training and coaching to fulfill this role.

Legal Comments: Applicant should clarify whether Ark. Code Ann. § 6-5-405(b)(1) was a typo, and if so, which section is requested to be waived.

Applicant Response: *Future School withdraws its request from a waiver of 6-5-405(b)(1) as that statute has been repealed.*

Remaining Issues: None

13. Transportation

ARK. CODE ANN. § 6-19-101 et seq. Transportation

Future School seeks exemption from these portions of the Education Code. Any transportation services provided to students at Future School will be independently contracted and will be in full compliance with this section.

Legal Comments: Because Applicant states transportation will be in full compliance with this section, it should be explained what specific section/subsection Applicant wants waived and why the waiver is needed.

Applicant Response: *Future School seeks this waiver to provide flexibility to our transportation plans. Future School plans to provide monthly bus passes to students who can benefit from this service.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

14. Business Operations

ARK. CODE ANN. § 6-21-304 Manner of making purchases

Future School seeks exemption from these portions of the Education Code. This section of code requires that each instance in which the estimated purchase price shall equal or exceed \$10,000. For all purchases between \$1,000 and \$50,000, Future School will use either a state approved vendor or obtain a minimum of three quotes. Future School will obtain bids in each instance in which the estimated purchase price meets or exceeds \$50,000.

Legal Comments: Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals. Also, if the authorizer approves this waiver, Applicant needs to be aware that federal procurement laws and procedures cannot be waived.

Applicant Response: *Future School seeks this waiver to provide flexibility in purchasing processes. However, Future School will seek the best value for purchases made. Future School understands that if a waiver request is granted, it does not include a waiver for any federal procurement laws and procedures.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

15. Gifted and Talented / Alternative Learning Environment

ARK. CODE ANN. § 6-18-1005(b)(5) Alternative Learning Environment

ARK. CODE ANN. § 6-18-503(a)(1)(C)(i) Alternative Learning Environment

ARK. CODE ANN. § 6-20-2208(c)(6)

ARK. CODE ANN. § 6-42-101 et seq.

ARK. CODE ANN. § 6-48-101 et seq.

ADE Rules Governing Gifted and Talented Program 18.01-18.03

ADE Rules Governing the Distribution of Students with Special Needs Funds

Future School seeks exemption from these portions of the Education Code and the Department of Education Rules. In Future School's unique programmatic model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) or based on classification as "gifted and talented" is at odds with our approach of engaging each student in a career preparatory internship of his or her choice. We believe an environment that is appropriately student-centered, engaging, and rigorous, is best for all students. At Future School, each child is

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in *italics*.

given the opportunity to develop his or her own gifts and talents.

Legal Comments: Applicant should clarify what specific sections of the Rules that it is seeking to have waived, and should provide rationale to explain how these waivers will help the Applicant meet its goals, and how the Applicant plans to assure students develop their gifts and talents. It appears the Applicant needs a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, and Section 18 of the ADE Standards for Accreditation.

Applicant Response: *Future School wishes to amend this waiver, requesting a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, Section 18 of the ADE Standards for Accreditation and Section 4 of the Special Needs Funding Rules. Our personalized, real world curriculum and education model effectively offer opportunities for advanced enrichment and support to students requiring such accommodations and learning interventions.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

16. Library Media Specialist

ARK. CODE ANN. § 6-25-103 and -104 School Media Library and Technology

Standard of Accreditation 16.02.3

Future School seeks exemption from this portion of the Education Code and ADE Rules. In this section of the code, the hiring of a licensed library media specialist is required. In Future School, we will utilize online libraries, such as OverDrive or online check-out from local libraries to eReader programs on the student's classroom-ready device. Future School will also partner with local public libraries for student internship opportunities and programmatic partnerships to serve our students and engage them in literacy. The library and media center at Future School will be served by our technology instructors ensuring our students have online access high quality materials and through partnerships in the community where students use their local library as their school library.

Legal Comments: None

Remaining Issues: None

17. Class Size

Standards of Accreditation 10.02

Future School seeks exemption from this portion of the Department of Education Rules. There are times, in the Future School model where, larger class sizes are preferred for student learning. For example, students will take online language classes where they will work at

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in *italics*.

differentiated levels on a device, or partner with other classes for PE in a large studio or gym space off-site.

Legal Comments: Applicant should clarify what the maximum class size limits will be, which classes, if any, will be exempt from the larger class sizes, and provide more rationale on why this waiver is required and why larger class sizes are preferred.

Applicant Response: *Future School requests this waiver to allow for as needed enlarged class sizes in our on-line learning center, allowing for more course options for students taking self-paced courses on-line. Maximum class size will be 40 students.*

Remaining Issues: None

18. Curriculum

ARK. CODE ANN. § 9-03-4

Future School seeks for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.

Legal Comments: Applicant needs to provide the correct code for which a waiver is requested as Title 9 is not in the Education Code. ADE Legal Services does not have enough information to determine validity of request or other waivers that may be needed.

Applicant Response: *Future School amends this waiver request to state a request for waiver on Section 9.03.4.1. Future School is asking for a waiver to teach Oral Communications as a separate class in order that the curriculum meets requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by Future School. Future School ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework.*

Remaining Issues: Applicant should clarify the amended waiver is from Section 9.03.4.1 of the Standards of Accreditation.

19. Student Policies

ARK. CODE ANN. § 6-18-501 et seq. Student Discipline Policies

ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Future School seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. All Future School policies will comply with all state and federal laws and seek to best serve the community of the school. Future School seeks to use the most progressive discipline management techniques such as restorative justice and student-body counsels and arbitrators whenever appropriate.

Legal Comments: Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals. Because Applicant states policies will comply with all state laws, it should be explained why the waivers are requested.

Applicant Response: *Future School seeks the flexibility to develop its own discipline policies, which will be comprehensive and afford all students and their families full due process rights for any disciplinary offenses and appeals up to and including a hearing in front of the Future School board.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

Desegregation Analysis: Fully Responsive

Concerns and Additional Questions

- Explain how the school intends to verify and maintain a unitary system of desegregated schools.
- Provide data to support the claims.

Applicant Response: Future School will also review the desegregation status of the surrounding districts, as necessary. Future School will ensure that all of our admission processes (including the use a random, anonymous lottery and a waiting list if necessary) are race-neutral, and that will monitor such processes regularly to ensure legal compliance.

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Future School of Fort Smith

Date: September 30, 2015

I. INTRODUCTION

Future School submitted an application for an open-enrollment public charter school, Future School of Fort Smith. The proposed charter school would be located within the boundaries of the Fort Smith School District. The proposed charter school would provide instruction to students in grades ten through twelve (10-12). The proposed charter school would possess a student enrollment cap of 450. According to its application, the proposed charter school expects to draw students from the Fort Smith, Hartford, Alma, Greenwood, Van Buren, Lavaca, Hackett, and Mansfield school districts.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Ark. Code Ann. § 6-23-106(b) requires the charter authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

The applicant addresses Desegregation Assurances on pages 42 and 43 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Alma School District	120	12	45	125	44	2,875	3,221
	3.73%	0.37%	1.40%	3.88%	1.37%	89.26%	--
Ft. Smith School District	836	856	1,686	4,569	207	6,163	14,317
	5.84%	5.98%	11.78%	31.91%	1.45%	43.05%	--
Greenwood School District	102	51	17	151	96	3,204	3,621
	2.82%	1.41%	0.47%	4.17%	2.65%	88.48%	--
Hackett School District	24	2	2	8	14	560	610
	3.93%	0.33%	0.33%	1.31%	2.30%	91.80%	--
Lavaca School District	37	7	5	47	13	741	850
	0.71%	0.12%	1.12%	5.49%	1.18%	91.39%	--
Mansfield School District	1	22	2	25	21	768	839
	0.12%	2.62%	0.24%	2.98%	2.50%	91.54%	--
Van Buren School District	313	166	149	937	121	4,142	5,828
	5.37%	2.85%	2.56%	16.08%	2.08%	71.07%	--
DISTRICTS	1,433	1,116	1,906	5,862	516	18,453	29,286
TOTAL	4.89%	3.81%	6.51%	20.02%	1.76%	63.01%	--

Source: ADE Doto Center, Oct. 1, 2014 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to "achieve a system of determining admission to the public schools on a non-racial basis." *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of*

Education, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Fort Smith, Hartford, Alma, Greenwood, Van Buren, Lavaca, Hackett, and Mansfield school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.

c. and request parental input regarding Future School's annual performance.

Additionally families will be asked to participate in an annual family survey to collect feedback on Future School's performance and to inform other family, school, and community events to be responsive to this feedback. Families will be asked to respond to survey questions, like the examples included below, on a scale from 1-5 where 1 = strongly disagree, 2 = disagree, 3 = neutral/no opinion, 4 = agree, 5 = strongly agree. Surveys will be administered in English and Spanish and can be translated to other languages based on family language needs.

Sample Family Survey Questions:

1. Teachers at this school provide lots of encouragement and support for students.
 2. The teachers at this school truly care about my child.
 3. My child is getting a good education at this school.
 4. Teachers and administrators treat students with respect.
 5. My child can get extra help at this school when he/she needs it.
 6. I expect my child to graduate from high school.
 7. I expect my child to graduate from college.
 8. My child is receiving unique educational opportunities at this school.
 9. The work and projects my child does in their internship support their learning.
 10. My child enjoys attending this school.
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:

The Future School will locate its open-enrollment public charter school within the boundaries of the Fort Smith School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to maintain the majority of its students from the Fort Smith, Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts.

The Future School is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, the Future School finds that neither the Fort Smith School District, nor any of the other school districts listed above, is currently subject to any court orders or judicial decrees concerning the desegregation of its schools. The applicant would also note that none of the listed school districts have filed proof with the Department of Education claiming a conflict with the provisions of the Public School Choice Act of 2015. As an open-enrollment public charter school, the Future School must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

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:

It is certainly our belief, as the founders of Future School, that Future School is positioned to continue

sustainably and to be replicated as a model throughout the country. Future School builds on a proven models of real-world learning, incorporating the tradition of internships, apprenticeships, into an individualized, relevant, and fun, hands-on high school experience. We see opportunities to develop lasting, applicable skills and real networks through work, innovation, collaboration, and problem-solving, as a universal value add. We and other project-based, real-world learning school sites across the country have come to see the life-changing potential inherent in the transformation of the traditional education model and in placing trust in our secondary students and future leaders. We are committed to bringing this change-catalyst to our hometown corner of the globe, Fort Smith, Arkansas. We believe Fort Smith students are well positioned to meet their futures head-on and pilot a new model for what it means to graduate college and career ready.

Future School will continue and grow because it will be deeply embedded in the Fort Smith community and will add value to students and families, industry partners, and community members alike. To the playing field of traditional education, we bring a visionary approach. We bring expertise at networking and identifying opportunities. We bring educational vision for student engagement in hands-on, deeper learning projects that have relevance in their communities. From our student projects with local artists and community service organizations, to our students' individual learning plans that put high schoolers in internships with industry partners, Future School will be indispensably linked to the Fort Smith community however we can be for greater success. Our students will be creating a targeted social media presence for a community organization or identifying pathways for local food purchasing for local restaurants. Our students will be conducting efficiency studies on the river transportation sector and measuring changing weather patterns in Arkansas. All our efforts will be for student development towards future studies and careers and for partners who will use these projects to advance and grow towards greater sustainability, humanity, and efficacy.

Trish Flanagan brings a deep understanding of the issues facing education systems and proven methodologies for guiding students and partners to greater success. Trish brings experience from her time as a Teach For America corps member in Brownsville, Texas on the US-Mexico border, her work as a school leader in Roatan, Honduras, and her experience developing successful education initiatives in Little Rock. Trish is interested in disruptive education models that turn our traditional compartmentalization of students upside down and instead follow the incorporate proven strategies to trust our students as citizens. Trish has been instrumental in the founding of Future School and has strategically designed the leadership model for the school to be sustainable-prioritizing the hiring of highly qualified, local educators from the local community, wherever possible. Trish has an undeniable talent and more than 15 years of experience building business and community partnerships in education and, after a year of on-the-ground work in Fort Smith, is perfectly equipped to guide the launch and establishment of Future School.

Future School will owe much of its success to board tirelessly focused on constructive partnerships. Brandon Cox, our board president, is on the Fort Smith City Planning Commission and has been extremely active in his city and school system. His support for Future School is essential. Jason Green, our board vice president, is a committed business leader with extensive public service and leadership experience including executive service with the Boy Scouts of America. Steve Clark, our board treasurer, one of Arkansas' top business innovators, and the founder and Chairman of high school education initiative, Noble Impact, has long envisioned a real-world learning school that developed young entrepreneurs in his hometown. The Future School's board is the perfect team to position the school for long-term success and sustainability. Boyd Logan, our board secretary, brings decades of education experience as a National Board Certified Teacher and fully endorses the design and mission of Future School. The uniquely effective school founder and board have already formed Memorandums of Understanding (MOU's) with the University of Arkansas at Fort Smith and the Fort Smith School District. Support is clear and non-partisan. This model is in demand and this team is excited to implement it.

Future School will recruit and train teachers, primarily from Fort Smith and the surrounding communities who are passionate about project-based learning and a sustainable and transformative school model. The principal and Trish, as the school founder, will provide guidance, curriculum resources, professional development, and instructional coaching to ensure we are supporting the best instructional force for relevant, deeper learning and connecting this at every imaginable opportunity with resources in the community. We have confidence that an effective, creative, collaborative, and sustainable teaching environment will draw and keep the best candidates around, creating a sustainable model for teacher recruitment. We will be a small but closely knit team of instructional leaders and visionaries as we work together at Future School to deliver on what's best for our students.

APPLICATION

Future School of Fort Smith

**Open-Enrollment Charter Application
2015**

Table of Contents

- APPLICATION
- 501C3 APPROVAL LETTER
- BUDGET
- NOTICE OF LETTER OF INTENT
- RECEIPT OF PAYMENT- NEWSPAPER ADVERTISEMENT
- NOTICE OF PUBLIC HEARING
- EVIDENCE OF PUBLIC HEARING
- SCHOOL CALENDAR
- SAMPLE STUDENT SCHEDULE
- FACILITIES USAGE AGREEMENT
- STATEMENT OF ASSURANCES
- PRIOR CHARTER INVOLVEMENT
- SAMPLE LEARNING PLAN
- SAMPLE INTERNSHIP PLANNING DOCUMENT
- SAMPLE COURSE OF STUDY
- SAMPLE ELECTIVE OPTIONS
- GOVERNANCE STRUCTURE CHART
- BOARD OF DIRECTOR BIOGRAPHIES
- COMMUNITY PRESENTATION SLIDES
- COMMUNITY CONVERSATION FLYER (SPANISH & ENGLISH)



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Future School of Fort Smith

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Future School of Fort Smith

Grade Level(s) for the School: 10-12 Student Enrollment Cap: 450

Name of Sponsoring Entity: Future School

Other Charter Schools Sponsored by this Entity (Name and Location):

N/A

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Trish Flanagan

Address: PO Box 11288 City: Fort Smith

ZIP: 72917-1288 Daytime Phone Number: (314) 873 3162 FAX: ()

Email: trish@fsfuture.org

Charter Site

Address: 12 North 11th Street City: Fort Smith

ZIP: 72901 Date of Proposed Opening: August 22, 2016

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (_____) _____

The proposed charter will be located in the Fort Smith 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: Brandon Cox Position: Board Officer State of Residence: AR
Name: Steve Clark Position: Board Officer State of Residence: AR
Name: Jason Green Position: Board Officer State of Residence: AR
Name: Boyd Logan Position: Board Officer State of Residence: AR
Name: Trish Flanagan Position: School Founder State of Residence: AR
Name: Elizabeth Stephens Position: Advisor State of Residence: TX
Name: Susan Mayes-Smith Position: Advisor State of Residence: NV
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.

14317 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Fort Smith</u>	<u>Van Buren</u>	<u>Alma</u>
<u>Hartford</u>	<u>Hackett</u>	<u>Mansfield</u>
<u>Greenwood</u>	<u>Lavaca</u>	

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Future School of Fort Smith envisions a global community where all young adults demonstrate limitless self-actualization as innovative and compassionate 21st century leaders. Our mission is to **embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning; graduating with three years of real-world work, volunteer and collegiate experience**. To achieve our mission, we are a partner in a cross-sector collaboration between local K-12 educators, higher education and industry.

Through our real-world learning model, Future School of Fort Smith guides students to develop their strengths and passions while also preparing for in-demand employment opportunities. To accomplish our mission, we prioritize building, maintaining and growing relationships with our students, families, community partners and instructors at school and through community outreach. As a center of educational innovation, we partner with local schools to build and test new instructional approaches like project-based classrooms and integrated and ubiquitous technology to offer a diverse range of options for students and families. Upon graduation, students will be well positioned to continue their studies through our collegiate partnership within the University of Arkansas system at the University of Arkansas at Fort Smith or a higher education institution of their choice.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Future School of Fort Smith prepares students for life as adults in the 'real world' by incorporating the following features into public high school education.

Student choice: Providing real opportunities for students to make informed choices and contribute their voice as young leaders in our community.

Personalized curricula: Students work with their Advisor, Mentor and parents to design and implement a personalized learning plan customized to their interests, learning style and goals.

Project-based classrooms: A hands-on, project-based, deeper learning instructional model that is intentionally cross-curricular and utilizes real-world scenarios to connect with partners in industry whenever possible.

Integrated technology: Complete technology integration where students with a one-to-one device-to-student ratio will use technology in all aspects of their education to prepare for the technological demands of college and career while also developing key skills in design and coding.

Real-world internships: Internships, culminating with a final student portfolio, complement classroom experience, connecting high school educational experience with future career exploration, goal setting, and preparation.

Cross-sector partnerships: Collaborating with K-12 educators, higher education and community organizations/businesses to cultivate college, career and world-ready graduates.

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:

To fulfill and exceed public hearing requirements, Future School of Fort Smith (or Future School) held three community conversations with students, parents, educators and community members during the month of July 2015. These meetings were held at strategic community centers at various parks throughout Fort Smith, culminating in over 60 participants supporting plans to open Future School. In meeting and exceeding the requirement to publicly announce the event in a locally circulated newspaper, a notice of hearing was included in the main section of the Times Record on June 23, June 30, July 7 and July 14. In addition to the newspaper notices, invitations (in Spanish & English) to encourage diverse public participation were distributed amongst local businesses, restaurants, youth centers, public libraries and other public spaces utilized by the community. Spanish translation was offered at all meetings.

The first meeting was held at the Creekmore Park Community Center on June 10. Over nine guests, including a majority of Hispanic parents and local educators, learned about Future School through a presentation made by school representatives. Participants continued in a 30-minute conversation including small group discussions (3-5 people) in order to generate feedback about the school that was then shared in a whole group closing conversation. The following questions were posed to this intimate group of stakeholders; *What brought you to this meeting? What questions do you have about Future School?* A summary of responses is recorded below:

- *I have a granddaughter who is not engaged. Her self-esteem is low and I want to help her. I think this program will really help her. She's going into the 9th grade. That's why I'm involved, I want to help her.*
- *I have a daughter, she's grown and gone, but she has done so many things I never expected her to do, but I think if she had a program like this it would really help her to do more. I'd like to be involved.*
- *I work at a local business and was encouraged to get involved. My boss thought that my opinion would be valuable to the community.*
- *I work in the school district. I'm a paraprofessional. They invited me through Facebook. I said, sure, I'll be there to support, whatever is good for the kids. Just reading this, this sounds really good, and I'm here to support.*
- *I'm a little jealous; I wanted to go to a school like this. I was in a traditional school as well. I'm here because I believe in what Future School is doing. I wonder how can we prepare our youth for their future? There are a lot of people who want to help you.*
- *This could be an answer for those kids, just like mine, who just don't fit in that box, they just don't thrive in it, and I've been excited about it ever since.*
- *I work with students in alternative education, so that's why I'm here, just looking for other alternatives.*
- *The fact that it's student-led is huge and amazing.*

- *What about students who struggle being self-directed? It sounds like they have a lot of independence, which I like, but for students who struggle, I worry about them.*
- *The city is moving in the direction of revitalizing downtown. How will parents respond to a downtown school?*
- *Bilingual staff is essential for communicating with students' families.*
- *How will transportation work with students getting to their internships?*
- *How are at-risk students identified and supported?*
- *What can lower-schools do to prepare students to be successful in this kind of model when they reach high school?*

After receiving feedback from the first meeting, the 2nd (June 10) and 3rd (official public hearing date, July 16) meetings were held on Thursdays to accommodate stakeholder schedules. The venue also changed to a community center in the heart of the north side of Fort Smith, where Future School will be located and will draw students. (20) Fort Smith community members attended the meeting on July 9th and (31) interested stakeholders joined the official public hearing on July 16. The meetings attracted a diverse group of participants including local district leadership, paraprofessionals, Special Education teachers, retired teachers, parents, high school students, family members, news media, and business and community leaders. Following the same presentation made during the first meeting, the group posed questions to Future School leaders. There was a diverse array of questions and feedback, including general questions about the structure of an open-enrollment charter. The following is a summary of further questions asked by stakeholders.

- *How many students do you anticipate in the first year? How are you recruiting?*
- *Will Future School also have Common Core?*
- *How soon can students be placed on the list to attend?*
- *Based on the teachers teaching in this new type of setting, how will you go about recruiting teachers?*
- *Who are your partners in Fort Smith?*
- *Will you still have the same accountability as regular public schools?*
- *Will there be a time that the community will be able to see the application?*
- *Will you have any private funding?*
- *Will it be only open enrollment for only Fort Smith or our surrounding areas?*
- *What can we do to help!!*
- *Are there going to be extracurricular activities/programs offered at Future School?*
- *Will you consider partnering with University of Arkansas to offer discounts to graduates of Future School?*

In addition, to receiving invitations to present to other community groups, we received emails from those who participated. A local educator shared following feedback, via email, from the public hearing.

'I just wanted to take a minute and tell you 'thank-you' for your commitment to education and our community. It was so refreshing to hear what students in our area may have a chance to do. Your transparency and honesty was remarkable and I can't wait to see what the future holds for our community and students!'

Future School believes these conversations were highly successful in informing the public on the plans for the school, generating feedback and support as well as providing accurate information to stakeholders. We are following up with many of these questions via an email of Frequently Asked Questions document.

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:

Future School governance is designed to support the mission of the school while strengthening partnerships at every level to best serve students. To this end, Future School will be governed by a board of directors, the same entity that governs the non-profit Future School 501(c)(3) organization. To clarify governance procedures in this section, Future School will be referred to as Future School and the sponsoring entity as the FS board. As the sponsoring entity, the FS board will recruit and hire a school principal. As the school leader and superintendent, the principal will be responsible to recruit, recommend and train the Future School staff in addition to other start-up operational activities. The first new hire, in year two, will be the assistant principal followed by instructors and staff. The assistant principal will assist the principal in recruiting and training the Future School staff in addition to managing and leading other on-going operational, instructional, management, and fiscal activities.

Future School's governance structure is designed to promote transparency and open communication. The FS

board will be responsible for final hiring decisions and will receive monthly communication about school community activities from principal and advisory council. The principal oversees and supports the assistant principal who provides the same support and supervision to instructors. Instructors and students communicate concerns and feedback to the FS board through the advisory council, composed of parents, instructors, students and community members.

Rules governing the FS board are excerpted below from the Future School by-laws. The FS board consists of at least four and no more than 12 directors with diverse backgrounds and interests. Within these limits, the board may increase or decrease the number of directors serving on the board, including for the purpose of staggering the terms of directors. All corporate powers will be exercised by or under the authority of the FS board and the affairs of the Future School (including financial and personnel decisions) will be managed under the direction of the FS board, except as otherwise provided by law.

The FS board will appoint a nominating committee, which will present a slate of potential directors and officers for election by the board of directors. This slate will be presented at the annual meeting of the FS board. Directors will serve a term of three years, with the possibility of a reappointment for additional three-year terms, for a total of no more than nine years. After election, the term of a director may not be reduced, except for cause as specified in these by-laws. Directors will serve staggered terms to be determined at the first board meeting. After serving three full three-year terms, a director will not be eligible for re-election to the board of directors until he or she has been off of the board for at least one year. A director may resign at any time by filing a written resignation with the chair of the board.

Directors will receive annual training on best practices in school board leadership and school management. Directors will receive no compensation for carrying out their duties as directors. The board may adopt policies providing for reasonable reimbursement of directors for expenses incurred in conjunction with carrying out board responsibilities, such as travel expenses to attend board meetings. Directors are not restricted from being remunerated for professional services provided to the corporation. Such remuneration will be reasonable and fair to the corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

Future School Board of Directors:

Brandon Cox, President

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, preside over all meetings of the Board of Directors, see that all orders and resolutions are placed into effect, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Jason Green, Vice-President

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, preside at all meetings of the Board of Directors when the President is not present, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Boyd Logan, Secretary

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, keep records of the Board's actions and take minutes at meetings, cause notice to be given of all meetings of directors and committees as required by the Bylaws, maintain corporate records, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Steve Clark, Treasurer

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, oversee budget preparation, oversee the financial management of the school, ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Advisory Council

In addition to the board, the advisory council will play a fundamental role in the governance of the school by ensuring that all voices in the school community are heard and addressed and that communication is open and transparent. The advisory council will examine the success criteria of the school against regular metrics of its performance and will vote on suggestions for operational improvements that do not require board approval to continually move Future School nearer its mission.

The advisory council will consist of instructors/staff, students, parents, and community members who support the mission of Future School. The council will consist of ten members (at least two students and one instructor) who are elected for year-long terms that are renewable for a maximum of two years in total service. Each member will have full voting privileges. Members are appointed through a school-wide nomination and voting process conducted on an annual basis. Anyone may nominate a prospective council member. Any student/instructor may nominate himself/herself or another student/instructor for inclusion on the council. To strengthen the efficacy of the council in developing a strong school community, each Future School instructor will be allotted \$1000 annually to fund parental involvement activities, such as parental engagement training, birthday celebrations, cultural events and other school-based community gatherings.

The two student representatives are the voice for the student body and represent its interests and concerns to the council and FS board. To facilitate positive educational outcomes, students must be thought of as participants in, not merely recipients of, the educational process. To improve the quality of the educational program, the student representatives are encouraged to provide timely opinions, ideas, proposals, suggested guidelines, and other student concerns to the council and board.

Council elections will be conducted in the fall and the nominees with the highest percentage of votes will serve on the council. Members selected for the council shall appoint a chairperson, secretary, and treasurer to oversee council service and business operations. The advisory council may elect a representative to attend FS board meetings and may be considered as a potential candidate for board membership. The advisory council is required to meet at least once per academic semester. All members shall have the following duties:

- To attend any and all meetings called by the chairperson of the advisory council.
- To notify the chair when unable to attend a meeting.
- To serve on committees as appointed by the chair.
- All members will serve on at least one of the standing committees.
- To vote on any and all motions presented to the council.
- Two students will serve on the advisory council and have full voting privileges.

3. Give the mission statement for the proposed charter school.

Applicant Response:

Future School of Fort Smith envisions a global community where all young adults demonstrate limitless self-actualization as innovative and compassionate 21st century leaders. Our mission is to **embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning; graduating with three years of real-world work, volunteer and collegiate experience**. To achieve our mission, we are a partner in a cross-sector collaboration between local K-12 educators, higher education and industry.

Through our real-world learning model, Future School of Fort Smith guides students to develop their strengths and passions while also preparing for in-demand employment opportunities. To accomplish our mission, we prioritize building, maintaining and growing relationships with our students, families, community partners and instructors at school and through community outreach. As a center of educational innovation, we partner with local schools to build and test new instructional approaches like project-based classrooms and integrated and ubiquitous technology to offer a diverse range of options for students and families. Upon graduation, students will be well positioned to continue their studies through our collegiate partnership within the University of Arkansas system at the University of Arkansas at Fort Smith or a higher education institution of their choice.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Fort Smith School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	76.67	72.40	77.28
Targeted Achievement Gap Group	70.51	66.08	72.34
African American	68.87	57.56	76.23
Hispanic	68.88	65.60	78.54
White/Caucasian	82.94	79.83	77.24
Economically Disadvantaged	71.11	66.76	71.79
English Language Learners/ Limited English Proficient	63.29	60.64	77.27
Students with Disabilities	32.47	36.21	75

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fort Smith School District	
Campus Name	Tilles Elementary School	
Grade Levels	P-6	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	71.58	66.12
Targeted Achievement Gap Group	71.27	65.75
African American	57.69	50
Hispanic	75.42	66.95
White/Caucasian	74.29	74.29
Economically Disadvantaged	71.67	66.11
English Language Learners/ Limited English Proficient	70.1	62.89
Students with Disabilities	25	22.22

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fort Smith School District	
Campus Name	William O'Darby Junior High School	
Grade Levels	7-9	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	72.44	63.40
Targeted Achievement Gap Group	71.68	62.20
African American	73.17	52.38
Hispanic	71.04	61.11
White/Caucasian	75.70	71.18
Economically Disadvantaged	72.02	62.84
English Language Learners/ Limited English Proficient	63.7	51.04
Students with Disabilities	15.38	18.56

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Fort Smith Public Schools		
Campus Name	Northside High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	58.04	57.07	82.42
Targeted Achievement Gap Group	52.85	54.70	82.57
African American	52.58	44.94	85.33
Hispanic	50.97	56.21	86.86
White/Caucasian	68.53	65.31	72.41
Economically Disadvantaged	52.93	56	82.39
English Language Learners/ Limited English Proficient	31.29	48.15	85.60
Students with Disabilities	13.46	16	70.18

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:

To develop the student's potential for self-actualization as an adult, Future School adds to the educational options for public school students and works to close the academic achievement gap. District-wide there is a significant gap in academic success between subgroups and the total student population. The two traditional public high schools in Fort Smith, Arkansas, Northside High School and Southside High School, serve a population of nearly 3,000 students between them in grades 10-12. In 2014, both campuses were marked as *Needs Improvement* campuses based on academic performance. The Targeted Achievement Gap Group (TAGG) students and Economically Disadvantaged students particularly fell below their peer group in academic performance.

The percentage of all students in the district achieving proficiency or above in mathematics is (72.40%), Yet with the exception of Caucasian students (79.83%) proficient or above, all subgroups scored significantly lower: TAGG (66.08%), African American (57.56%), Hispanic (65.60%), Economically Disadvantaged (66.76%), English Language Learners (ELL, 60.64%), Students with Disabilities (36.21%). The same trend is followed in district's literacy proficiency levels. All students at proficient or above in literacy is 76.67% across the district. With the exception of Caucasian students, 82.94% proficient or above, all subgroups scored significantly lower; TAGG (70.51%), African American (68.87%), Hispanic (68.88%), Economically Disadvantaged (71.11%), English Language Learners (ELL, 63.29%), Students with Disabilities (32.47%). Additionally, the adjusted cohort graduation rate for all students including subgroups (77.28%), is lower than 2012-2013 national and state averages, 81% and 85% respectively (National Center for Education Statistics, 2015).

Traditional district schools serving students from lower socioeconomic backgrounds see an even greater gap in academic achievement. At Northside High School, the poverty rate among students is 81.40%, with only 57.6% of students achieving combined math and literacy proficiency (Arkansas Department of Education, 2015). Comparatively, the poverty rate at Southside High School is 37.49% and 79.4% of students are proficient or above in math and literacy (Arkansas Department of Education, 2015). As partners with the local school district, Future School is determined to support their efforts, like many across the nation, facing this tremendous

challenge of academic inequity.

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:

To ensure on-time graduation and to offer a personalized education plan, student learning is supported through a diverse range of course options including face-to-face classroom instruction, on-line courses, concurrent courses and internship projects. We are determined to help students build a skills and aptitudes 'toolbox' during high school. Not only will students earn an average of 18 credits in the 10-12th grades, graduating with a Smart Core designated diploma, they will have the opportunity to develop technical and professional skill sets in addition to earning college credit. We seek to increase college and career preparedness for our students and reduce the percentage of high school graduates in need of remediation in college. 47.8% of college students required remedial coursework in Arkansas in 2012 (Arkansas Department of Higher Education, 2013). Through our close collaboration with the University of Arkansas at Fort Smith in curriculum design and concurrent courses, as well as Common Core aligned curricula and personalized learning plans, students will be robustly prepared for college-level work upon graduation.

The Fort Smith School District strives to provide relevant and engaging learning opportunities for students. Elementary and junior high students at Morrison, Sunnymede, and Ramsey use technology to access learning through a school-wide digital conversion program. At Northside and Southside High Schools, students choose from a range of career and college preparatory courses, predominantly Advanced Placement courses, entrepreneurship courses, and technological skill development opportunities (such as the EAST Initiative). They can also earn concurrent college credit through the Western Arkansas Technical Center (WATC) program or participate in an energetic Future Business Leaders of America (FBLA) chapter at either campus. Most of these programs, however, are auxiliary and reach only a small percentage of all students. Future School serves to introduce innovation to these offerings not only in the method of instructional delivery and school culture, but also by introducing career focus courses, technological skill development and real-world learning through internship to all students as core requirements for graduation.

While schools are using AP and pre-AP courses as their primary means of college preparation, half of the students in these schools do not participate in AP National Board testing (51% at Northside High School, 48% at Southside High School). Of those who do participate, a significant number are not passing their AP exams and therefore receive no college credit (66% at Northside and 40% at Southside). All told, 83% of students at Northside and 71% of students at Southside are not receiving the benefit of college credit from the schools' focus on AP and pre-AP courses. To ensure rigor and earned college credit for students, we will focus on placing students in the diverse concurrent offerings at UAHS.

Additionally, according to three-years of senior exit surveys from Fort Smith, students reported an urgent need to better prepare them for future careers and increase the relevance of their high school experience. In 2014, 672 of 796 (in district) graduating seniors (84%) reported the following review of their educational experience (Fort Smith Public Schools, 2014). The majority of respondents attended Ramsey Junior High (29%) and Chaffin Junior High (26%). Total percentages represent 'sometimes' or 'never' responses to survey questions (see Appendices for survey data):

- 55% felt inadequately prepared to use technology
- 44% needed more career planning help from their counselors
- 28% were unprepared for the transition to college/work
- 30% were not encouraged to continue their education
- 33% regularly felt unchallenged/disengaged in class

In light of this data, Future School is uniquely designed to respond. Future School will model a proven approach to increasing student engagement and success. Since 1995, 75 schools in the U.S. and abroad have

transformed the learning environment through internships and student portfolios as a part of the Big Picture Learning network (BPL) and their internship model. Future School will incorporate best practices from BPL schools. The following data illustrate the success of this model when compared to the Fort Smith School District (BPL Alumni Report, 2012 and National Student Clearing House, 2012).

- Increased college enrollment: 74% of BPL graduates enrolled in college within a year of graduation, compared to 65% in Fort Smith.
- Increased college persistence: Average freshmen-to-sophomore persistence rate is 89% in BPL schools, compared to 62% in Fort Smith.
- College graduation: 50% of BPL graduates in 2006 completed college in four years, compared to 30% who graduated in six years in Fort Smith.
- Increased employment: 74% of BPL respondents who are working and not in school reported securing a job through a high school internship contact.
- Continued community engagement: Nearly half of respondents from BPL schools (47%) reported that they currently perform some form of community service. The most common sectors for involvement are fundraising (16%) and tutoring or other education activities with youth (16%).

Future School will provide a model that fully engages students in their education by honoring student voice and choice through our real-world learning model incorporating student-designed internships. Students will be uniquely prepared to build their professional toolboxes as they consider careers that appeal to them and will have developed 21st century mindsets, skills, and professional networks during their high school experience. 69% of last year's graduating Fort Smith students plan to continue their studies at an Arkansas institution. In response to this need, Our students will be well positioned upon graduation to continue their studies through our partnerships within the University of Arkansas system, including the University of Arkansas at Fort Smith or any other institution of higher education.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

A (2006) Gates' Foundation study, "The Silent Epidemic: Perspectives of High School Dropouts," (Bridgeland, et al., 2006) found that 47% of high school dropouts left school because classes were uninteresting. In 2013 the Gallup Student Poll found that nearly half of 5th-12th grade students in the U.S. felt stuck or discouraged at school. This disinterest is symptomatic of the disconnect between antiquated education models and the lives of students today. We know that students thrive when education is personally engaging, delivers relevant skills and training, and offers authentic, real-world application. By trusting and enlisting students as our partners, our educational model increases access to quality educational innovations for all students: project-based instruction, integrated technology, real-world internships, and an personalized learning plan which connects it all to a student's interests and skills.

Project-Based Instruction

Project-based instruction (PBI) reconfigures the classroom into a problem-solving space where students drive their learning through self-directed, team-based strategies. This inquiry-based, collaborative instruction is proven to increase student engagement, thereby increasing daily attendance, graduation rates and academic performance. Future School is aligning with project-based instruction as a model proven to be successful for Arkansas students. By aligning our classroom instruction with project-based methods, students will be well positioned for academic success and relevant learning.

In our project-based environment, instructors facilitate learning by introducing learning objectives and students work on standards-based team projects to develop problem-solving and communication skills as well as social aptitudes such as empathy and determination (Belland, et al., 2006). When personalized, student-driven focus is applied to this concept, learning is accelerated. Instructors at Future School will receive access to professional development and curriculum resources to help them execute an effective PBI model. All classes at Future School will strive to incorporate PBI and metrics of teacher effectiveness will include PBI objectives such as problem-solving, collaboration, and exhibition. In a self-directed learning environment, students draw on their

natural strengths as artists, engineers, leaders, and strategists. And as they work in collaboration they are able to learn from their teammates. With experience from across sectors, our instructors create a student-centered learning environment where students problem-solve, teach and lead others. In PBL:

'Teachers coach students with suggestions for further study or inquiry but do not assign predetermined learning activities. Instead, students pursue their own problem solutions by clarifying a problem, posing necessary questions, researching these questions, and producing a product that displays their thinking. These activities are generally conducted in collaborative learning groups that often solve the same problem in different ways and arrive at different answers (Bellisimo, Maxwell, & Mergendoller, 2006)'.

Integrated Technology

Technology literacy is an absolute necessity in university classrooms and career environments today. The ability to efficiently utilize basic platforms like word processing and email are no longer required only for students with particular interest in technology and computers. These skills and many others such as cloud computing, design, and coding, is foundational for career success in the 21st century. According to the *2014 Nation's Report Card: Technology and Engineering Literacy Framework*, eighth grade students should be able to use 'digital and network tools' efficiently as well as analyze on-line information for credibility and usefulness. High school graduates should be proficient in advanced search methods, digital tools and on-line resources (NAGB, 2014). Secretary of Education, Arne Duncan, insists future generations need fluency in 21st century tools and skills.

'Innovation in education isn't about the latest gadget or app, or about how adept a student is at using a smartphone to consume the latest Internet meme. It's about how technological tools can empower students to become who they want to be, and who we need them to be—the kind of children and young people who ask, "What can I improve? How can I help? What can I build?" (Duncan, 2015)'.

To meet these and future needs that we cannot yet anticipate, Future School students will occupy a digital classroom where they will learn innovative programming to design and build the world of the future. Integrated into core courses as well through specific electives, students will learn drafting and graphic design, photo and video editing, website design and coding, and the basic presentation platforms and tech maintenance necessary to live in this digital age.

With integrated technology, Future School is responding to over half (55%) of Fort Smith's graduating seniors who reported that they 'sometimes or never' felt their school taught them how to use new technology (Fort Smith Public Schools, 2014). Aligning with the 1:1 computing device goal set by Arkansas State Chief Technical Officer (CTO) Mark Meyers, every Future School student will work from their own laptop to complete coursework and communicate with instructors, classmates and industry mentors (Wood, 2015). Students will be able to work outside of class via an on-line learning management system such as Google Classroom, to gain competency utilizing such communication and educational tools typical in a college and career environment. To meet diverse learning styles and schedules, we will offer various courses at no cost to students, including self-paced online and concurrent credit courses at our partnering university. Our internship model and core curriculum will be informed through our collaboration with mentors, incorporating in-demand programs such as Adobe InDesign and Illustrator, CAD, and coding languages such as JavaScript and Python for students interested in diving deeper into computer science education.

Real-World Internships

Through real-world internships students identify their interests and connect with learning opportunities in their community. The internship model builds on strategies proven in the international Big Picture Learning (BPL) network and the Kansas City-based Center for Advanced Professional Studies (CAPS). Many educators believe that internships are the future of high school as students reach beyond project-based learning in the classroom to build knowledge, understanding and skills in the context of authentic work.

Students work with their advisor to identify their interests and design an internship with local businesses and community organizations to explore potential careers and build relationships with mentors. Collaborating with industry partners, we incorporate current and future workforce demands into the internship design. Through a personalized learning plan, each internship is unique and offers value in real world learning for students as well as community outreach and recruitment for industry partners. A high-quality internship is one that the student is

interested in, where the mentor is a good match for the student and where there is the potential for real, rigorous project work. Design, implementation and monitoring of internships are provided by the advisor, during Real-World Lab periods, who works with the mentor throughout the course of the internship.

5. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Mathematics	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
English Language Arts	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
Science	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
College & Work Readiness	Council for Financial Aid to Education's- College and Work Readiness Assessment	80% of students demonstrate 5% growth each year	Annual review beginning in the Summer of 2017
Graduation	Calculation of Future School Graduation Rate by the ADE on the District Report Card	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
Post-secondary education/ employment	Student Portfolios	100% of students apply to college or post-secondary career training	Annual review beginning in the Summer of 2019
Community/Parent Involvement	Advisory Council Community Engagement Report	90% of parents attend a school sponsored event	Annual review beginning in the Summer of 2017

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:

Attainment of the goals outlined on the table above is a strong indication that Future School is achieving its mission. For the purpose of measuring and demonstrating accountability to the state of Arkansas, Future School aims to meet the above academic goals based on data-driven test scores and credits earned. The measurements included above capture a snapshot of students' academic performance across a spectrum of academic assessments and will demonstrate that the hands-on, project-based model with integrated technology and internships results in academic success in addition to other career and college preparation- focused

outcomes for students.

Beyond academic assessments, we will also measure real-world preparation based on reaching defined college and career objectives. Through the nationally recognized College and Work Readiness Assessment (CCRA) designed by the Council for Financial Aid to Education, our students and their learning teams will be able to evaluate progress towards becoming prepared for a 21st century workforce and post-secondary education. Although not mandated by the state, we believe monitoring and evaluating student performance for preparation for life after high school to be a priority. Students and their parents have demonstrated interest in this level of self-evaluation so as to graduate with confidence and preparation to succeed in college and career. As well, our industry and community partners have indicated that closing not only the academic achievement gap, but the readiness gap for recent graduates in college and career is paramount to 21st century success. Future School ensures that 100% of students participate in authentic internships or internship projects, energizing student motivation and building life long learners with a personalized connection and eagerness to learn about the world around them. Future School will also connect with families and aim to reach the goal of 90% of Future School families participating in family engagement events each year.

A key component to our plan for supporting students in attaining rigorous academic and career preparation goals is consistency. The goals we have set above will be met through our relentless pursuit of increasing relevancy and community support in our students' lives. We believe reaching these goals will demonstrate our commitment to ensuring that innovation in public education is successful when coupled with community collaboration and reliable educational and operational strategies.

The first "constant" in the school day is that the school will start later and stay longer. We might be overstepping here, but our observations are that teenagers prefer to sleep in and start their day a little later. Research into adolescent brains confirms this. It has consistently shown that students' "clocks" are set for a later wake time, and they tend to go later into the night. Further, research has shown that sleep is an integral part of cognition, as sleeping minds process recent learning into long-term memory. Thus our school acknowledges that teenagers' sleep cycles are different than adults, and thus Future School will start at 9:00 am so that we might accommodate their real need of sleep. We will begin later with them, when they are refreshed and ready. Future School will also go later in the day until 4:30 pm, since teenagers' sleep cycles make them more cognitively aware later in the day and into the early evening. Thus, the adults at Future School will work when students are the most willing and equipped to work well.

Second, students' weekly schedules will be determined by their internship's days and times, yet generally they will be at their internship location once a week and on campus the remaining four. Most internships will be held on Tuesdays, reserving the rest of the week for academic instruction. Our observations are that teenagers are often drawn to the novel, the new, yet they need stability in their schedules. The block schedule serves to provide students with diversity of academic and professional learning situations. The variations of their school week offers them consistency without monotony.

Third, all proposed internships will be thoroughly researched by an employee of Future School to assure the safety of the student as well as the presence of a genuine learning opportunity. Student safety is our first priority in any internship. And this is not just physical safety. We will preview each work site and then further monitor students for their emotional and mental safety as well. We will also monitor for learning, constantly seeking to know if the internship mentor is actively teaching what he or she knows or does to the student. Future School will interview potential mentors and require a background check. We will go on site before and during the student's internship to reassure the safety and learning of the student. Advisors will regularly conference with each student, reviewing their journals or blogs about their internships and asking questions to assure their safety and learning. Dr. Judith Smetana's research has shown that adolescents actually believe and further expect that the adults in their lives "have an obligation to be involved with their safety and a responsibility to teach them how to interact with society"(Ginsburg, 2014). Thus advisory conferences will assure students that their safety, well being, and learning are constantly at the center of our school, even when they are not physically present there.

Fourth, all project-based learning and all personalized curricula will be approved and further monitored by course teachers and advisors. Grades are given by the teacher of record based on student performance of pre-established project objectives and mastery of skills. The mentor at the internship is invited to contribute to the evaluation process, but school grades are determined solely by the teachers who know the students the best. We will establish the concept of "teacher of record" early with students so that they know who their "boss" is and

understand that the internships are for their education, rather than the other way around.

Fifth, all students will finish their day with an advisory block, which is a structured and guided period to develop components of their work portfolios. They will work on all real-world projects, including one-to-one and small group advising meetings on internships, professional/personal skill development and team collaboration. This time will be organized by their advisor, by the adult who has committed to working with them their entire high school career. Advisors will structure the time so that students might journal, blog or hold a teacher-student conference concerning their internships, or they might receive tutoring and homework help in core subjects. Students requiring remediation or advanced coursework will have the opportunity to work on coursework in the Learning Center.

Given that our model consists of multiple 'real-world' learning components, we wanted to elaborate on the ways in which students will be supported in meeting rigorous goals. In addition to the formal assessments listed above, Future School will participate in an annual review process and utilize surveys of graduating seniors to assess their Future School experience and track their post-secondary plans and activities to continue to measure the success of our mission.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.

For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

Simulating the real world, students will have a diverse range of options to both learn and demonstrate academic success. Each school day, students will complete coursework in three topical areas: core coursework, career focus courses and Real-World Lab. In the core courses, students will earn credits that count toward graduation in English, Social Studies, Mathematics and Science. In career focus courses, students will earn credits for a variety of electives including: Business Education, CTE, EAST, Family & Consumer Sciences, Marketing Education, Skilled & Technical Sciences, Television Production, Debate, Journalism & Yearbook, WATC, Health Careers as well as technology specific classes in design, coding, and specific programs, platforms, and skills. In Real-World Lab, students will design and implement their learning plan with their advisor and earn elective credit for specific courses such as, Jobs for Arkansas Graduates and Internship, thus growing their real-world ready toolboxes. Future School has committed funding for a limited amount of concurrent courses per grade for students who are prepared and seeking college level coursework.

A typical classroom at Future School will be a dynamic, student-centered, project-based learning space. All instructors will attend trainings as a team in order to refine their teaching talents in the areas of project-based instruction and real-world learning. Courses are designed by instructors who work collaboratively to integrate Common Core State Standards, Next Generation Science Standards and Arkansas Frameworks into relevant and engaging lessons. For example, during a 90-minute shared planning period, our Social Studies and English instructors will plan units in tandem to maximize deeper learning opportunities for students. They would be able to plan a unit/lesson around Arkansas current events and incorporate writing/literacy objectives into student learning activities and projects such as a simulated 5 o'clock television news report created by students. In this way, students can creatively master learning objectives of both subjects. Instructors will work with support staff from our educational partners during the school year and summer trainings to design customized and Common Core aligned curricula. By backwards planning for the school year, instructors will create curricula including scope and sequences, unit plans, and daily lesson plans. Various professional development opportunities will be available at no cost to a limited number of our education partners. To support the demanding work of instructors, they will have ample planning time during the school week to prepare and further develop curriculum throughout the school year. Instructors will have time while students are off campus at internships to lesson plan, engage in professional development and build relationships with parents and community partners.

On-line and concurrent courses will be available in specific instances where a student requires a specialized

course. For example, credit recovery will be available for students needing to make-up credits through digital coursework approved by the Arkansas Department of Education. If there is no instructor with fluency in reading and writing in a foreign language, students interested in foreign languages will be able to take either on-line or concurrent courses. Courses requiring unique facility or materials needs such as a gymnasium, art studio or manufacturing equipment will be coordinated with local partners such as the Boys and Girls' Club of Fort Smith and the University of Arkansas at Fort Smith.

Course of Study

The attached sample course of study is designed for a student entering 10th grade who has earned at least 4 credits that count toward graduation, earning an average of 18 credits in 10-12th grades and fulfilling the 22 credit Smart Core requirement. In year one, this student will earn 6 credits; (4 core courses) Geometry, Biology, English 10 and World History, (1 advisory elective) Office Management & Internship, (1 career focus elective) Computer Applications I & II. It is assumed that for most students, they have already completed the Oral Communications requirement. For students who have not completed this course, additional work will be assigned through either English or Real-World Lab courses in order to earn an embedded Oral Communications credit as it is a crucial skill in college and career. In addition, although most 10th graders will have completed most of their Physical Education and Health & Safety requirements, as embedded courses, we will work to incorporate health and wellness education and activities into curricula. Likewise, we plan to integrate arts education into core courses where applicable.

Core courses will be taught in 90-minute blocks 4 times per 2-week period. In addition to face-to-face classroom time where students work directly with their instructor and teammates, students will work on coursework that will be integrated into their learning plan during their 90-minute advisory block during the school day. With 1:1 devices students will also be able to continue their learning and schoolwork remotely. This offers flexibility for the student and helps them put into practice methods of time management and team collaboration just as they will in college and career. A blended learning environment of this type allows students to gather relevant information and instruction directly through contact with their instructor and synthesis and demonstrate learning at various other locations both during the school day and after school. In order to meet the needs of our diverse student population, Internet access at home will not be necessary and creative planning on the part of the learning team will ensure the student is able to work on school projects in a way that is integrated into their home life.

To creatively utilize our limited staffing resources, our instructors will teach a core course in their area of expertise and chose one of the electives approved by the Arkansas Department of Education in the following areas: Business Education, CTE, EAST, Family & Consumer Sciences, Marketing Education, Skilled & Technical Sciences, Television Production, Debate, Journalism & Yearbook, WATC, Health Careers. Electives offered at Future School will be determined by area of instructor expertise/interest and student interest. For example, if an instructor has experience starting a small business and a sizable number of students are interested in that course, we would offer Small Business Operations as an elective.

Learning Plan & Internships

To support the internship component, our instructors also serve as an advisor to a cohort of 20 students. In Arkansas, high school instructors can be required to teach up to 150 students each day. This makes it incredibly challenging to build meaningful relationships with students. To resolve this, most schools hire support staff like counselors, social workers and other specialists who are again responsible for supporting an entire student body. This is expensive and inefficient. In our model, we have requested waivers that would allow each advisor to carry out these support roles, including organizing home visits. Students meet in their advisory group an average of 6 hours per week of instruction and earn elective credit for this instructional time. For continuity, each advisor loops to the next grade with their students, creating lasting, meaningful relationships.

Students will monitor their progress towards academic and real-world learning goals through their personalized learning plan that culminates in a final student portfolio. Designed by the learning team (student, advisor, parents and mentor), the portfolio is a collection of student work that is updated and showcased each semester and during the final exhibition in 12th grade. The student and advisor begin the process of designing the learning plan at the beginning of the school year by identifying student interests and aptitudes in technological fluency, professional communication, leadership and personal development. Responding to questions like '*What are my goals this semester? For the year? By graduation? After graduation?*' and '*How can my core/elective coursework*

help me reach my goals?" the team helps the student set learning goals for the semester. With the end goals for the student in mind, the team designs a plan for the student to identify activities, resources, deadlines and partnerships needed to accomplish their goals.

Assignments and objectives from all courses (core and electives) are integrated into the learning plan in addition to objectives and deliverables from the student's internship project. To develop student portfolios, advisors consult with students on a weekly basis, parents and mentors provide feedback monthly and the learning team meets at the end of each semester to gauge and celebrate student progress. By integrating all the student's learning activities, the learning plan allows the student to create a personalized plan for learning and value coursework as an opportunity to reinforce and develop relevant skills and understanding. The learning plan is also a tool that supports the implementation of students requiring an Individualized Education Plan (IEP).

The internship is an integral component of the student's real-world learning and is the tool for applying what is learned in the classroom in a real setting with adults. To succeed in college and career, internships reinforce and allow for practice of competencies described in the learning plan; leadership, personal development, technological fluency and professional communication. Starting their spring semester of 10th grade, all students will complete an internship. No one internship will be the same. Because they are designed by students and their learning teams, internships may be completed on the Future School campus, off-site, as an individual or in a group and for a semester, a year or multiple years. To prepare for a professional workplace and job responsibility, students will spend their fall semester of 10th grade on campus, building skills and content knowledge around professional communication, leadership, and other skills necessary for local business environments. Students will spend a minimum of 8 hours per week at their internship sites in order to apply what they are learning in class. On Tuesday, during the designated internship times, advisors will be able to develop relationships with parents and industry mentors while on home/office visits in the field. They will also use this time to collaborate with other instructors, provide one-on-one student support and engage in professional growth activities. Organizing and maintaining internships for students is time-intensive, so to ensure instructors are able to prepare for other classes and responsibilities, there will be additional planning periods (90-270 minutes) allocated throughout the school week.

Unique Programming

Future School sets out to fulfill a calling from President Obama who praised the Big Picture Learning Network, a model of real-world learning we incorporate, in a speech in 2010, saying, "...[BPL] gives students that individual attention, while also preparing them through real-world, hands-on training [for] the possibility of succeeding in a career" (Big Picture Learning, 2015). In a traditional public high school, classes are divided into content-specific, hour-long chunks with little context, relevance, or interaction. As a result, students most often feel disconnected from their education, even those who are able to be successful in this format. Employers often find, even after a student completes a university program, that they require further preparation to step up to a challenge, think critically, work collaboratively, and complete projects successfully.

At Future School, we give students real, authentic work that is hands-on, intentionally cross-curricular and connects with partners in industry to create networks whenever possible. To make this connection authentic, we provide a unique, student-designed internship for each student in every semester that complements their classroom experience and builds mindsets, skills, and networks towards a meaningful and productive future. We build partnerships with experts and leaders in industry to bring these individuals into the school setting and further connect the educational experience of the students with their future career while honing those highly desired skills that employers expect in their team. Finally, Future School offers a unique partnership with the University of Arkansas at Fort Smith that will allow students to earn concurrent credit in a university setting.

The day at Future School will begin later and end later than a traditional school. We are requesting a waiver for a late start day each week in order to create remediation and enrichment opportunities for our students. During this late-start time, we will have opportunities for individual conferences, remediation, and enrichment programming. We are also requesting a waiver for an extended school day that will allow our students to earn the required credit hours during instructional days while putting time into their internship on non-instructional days. Our schedule will also follow that of a more typical work-day, with instruction or internship work taking place from 9:00AM-4:30pm, allowing our students the most opportunity to be successful in their internships at their internship sites and maximizing instructional time during the day.

Students will attend their classes on a block schedule Monday, Wednesday, Thursday and Friday and work on their internship on Tuesdays. Real-World Lab time will be built into class days for small group focus on language and literacy skills, career skills, and health or art. This crucial time will allow advisors to work with our students in much needed activities such as developing specific literacy skills, understanding the importance of professionalism, creating a resume, thinking through long-term goals or creating visuals to compliment or comment on their learning plan. Starting in the 10th grade, assuming students enter with at least 4 credits from 9th grade, they will earn on average six credits per year towards the completion of their high school graduation plan and/or their Associate's or other transferable credit.

After being granted charter status and having the waivers within this application approved, Future School will be able to employ highly qualified personnel based upon their content knowledge without regard to whether they hold licensure as a teacher and advisor. All instructors meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, but Future School instructors may not meet be hired with the same licensure requirements as district counterparts. Future School requests a waiver to section 6-15-1004 regarding determinations for qualified instructors in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements) and section 6-17-401 regarding teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements). This will give Future School flexibility to employ the most engaging and relevant instructors and those who are eager to create and implement real-world curriculum and focus on technology integration in addition to developing and nurturing partnerships with industry mentors.

Values

Future School integrates our four core values of *relevance, perseverance, engagement and opportunity* into our educational philosophy and day-to-day student experience.

Relevance

To engage students and prepare them for the world outside of the classroom, we merge the old with the new by incorporating proven instructional best practices with new strategies and technology. For centuries, the heart of the learning process has been a meaningful connection with ideas and instructors. In our career-oriented classrooms, students develop lifelong relationships with their instructors and internship mentors as apprentices.

Perseverance

Through project-based learning, students work in teams with instructors and classmates to develop multi-faceted solutions to given challenges. By constantly developing the highest level thinking skills of analysis, creation and invention, students also simultaneously master state-mandated learning objectives (Common Core State Standards Initiative, 2014). Our rigorous expectations embolden students to earn a high school diploma and persevere in college and career.

Engagement

In a rapidly changing global society, many job seekers are searching for careers infused with purpose and are no longer solely satisfied with earning high salaries (Szeltner & Zukin, 2012). Future School champions meaningful engagement in service and community collaboration because it promotes social development and increases motivation by engaging students as leaders working with adult community and business leaders to solve real-world challenges.

Opportunity

In the 21st century workforce, productivity now involves the ability to problem solve, innovate and create value, (Time Magazine, 2012). To meet this demand, Future School fosters an entrepreneurial mindset: creative thinking, problem solving and navigating obscurity and risk. Through professionally focused projects with community service partners and businesses, students learn to see problems as opportunities to create solutions and develop partnerships. They become leaders by innovating solutions to real-world challenges and simultaneously creating value in their professional careers.

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

When a school commits to real-world learning, it inherently also commits to building a changing, vibrant, and responsive school culture. Real-world learning requires real world scheduling of internships that must merge students' academics, their daily schedules, as well as a school's overall educational program with the adult world of work. This is not a simple task, easily handled in a traditional setting of high school, but rather it is a complex pedagogical process, which requires us to rethink how high school is done.

Future School has done this rethinking. Our multi-faceted approach to education allows for the essential element of student choice. Much has been said about choice theory, but the simple way to explain it is that when individuals are allowed to choose between a few worthy options, they tend to engage longer and with better results. And what is true for most people is equally true for independent-minded adolescents. At Future School, students will be given choices, of academic concentrations, of internships, of how they might fulfill the rigorous academic requirements for each course, each grade. Through a robust and effective staff of 6 full-time instructors in the areas of Math, Science, English Language Arts, Social Studies, Career, Technology, students at Future School will engage in meaningful class instruction and on-line courses. Each student will play a significant role in the decision-making process of his or her own education. In every choice a student makes, his will is engaged; her determination is set, and their learning will come because they have chosen to learn.

Concerned adults might ask about the wisdom of allowing teenagers to make their own educational choices. Indeed, this might be a problem, if adolescents were not guided by their instructors and advisors. Project-based instruction is a process of negotiation in which both student and teacher work together to determine what constitutes a complex final work and what academic concepts and skills must be obtained in order to complete the project. Personalized curricula goes beyond the project itself, as the teacher understands the student's academic interest, abilities, and needs and matches the student's level to the expectations of the course. Thus both teacher and student hold responsibilities toward the student's education; the teacher must guide the student to a higher expectation, a greater work. The student must commit to complete the project's parts they can do independently and to learn the parts they have yet to understand. Thus when the concept of choice is introduced to the students, it will not be introduced in isolation, but rather like this: Students at Future School have the freedom of choice *and* the privilege of responsibility.

Although our educational program consists of many programmatic features, like student choice, learning through internships, project-based learning, and personalized curricula, we want to reassure you that our students will receive as much academics as they will real world learning. In fact, most of their schedules will be days of academic instruction at school in their classrooms. So, are they going to read Shakespeare in English class? Yes. Are they going to learn about DNA in biology? Yes. Are they going to receive the academics required for Common Core Standards? Yes. Our students will receive all required academics that are a part of every Arkansas high school, yet this high school experience will be unique in how academics are integrated into their real life experiences at their internships and in their use of technology.

How is this accomplished? By beginning with student choice. When students enroll at Future School, they will be invited to choose one of four academic concentrations that will allow them to design their internships and the academic work that accompanies them. There are four concentrations:

Arts and Letters: this concentration includes internships in studio arts, museum studies, library studies, culinary arts, theater and dance, music, domestic arts (sowing, quilting, gardening, and interior decorating), fashion design, news journalism, magazine writing and editing, visual media and entertainment, as well as school-based publishing such as with the yearbook and the literary magazine.

Technology and Industry: this concentration includes internships in computer science (programming, coding, web design, word press, database design, networking, and automation and control), business operations, data management and analysis, landscape design, manufacturing, agriculture, insurance, maintenance and repair, as well as working with electricians, plumbers, mechanics, and other contractors.

Education and Public Service: this concentration includes internships in elementary schools and after school programs (literacy programs, homework centers, instructors' aides, coaching in physical education, or refereeing for intramural sports), in medical facilities as candy stripers, in gyms and physical therapy clinics, in the federal courthouse as an assistant to a legal clerk, at the local university as a research assistant, as well as working in soup kitchens, charitable fundraising, assisted living facilities, day care programs, firehouses, and state parks.

Entrepreneurship: this concentration allows for students to experience the process of designing and starting a project, community organization or even a company. We envision that the entrepreneurship concentration will be chosen primarily by upperclassmen who have already invested in an internship their first or second year at Future School and are now prepared to create an original internship that furthers their potential career path.

Because student learning will be as varied as the students' interest, ability and maturity, project-based instruction and personalized curricula is the working solution to applying what they are learning at their internships to what they are learning in their classrooms. This is the true dynamic of Future School, as the students grow and change, so do we, so that we may accommodate their educational growth.

What a School Day Looks Like

The way that we believe we can show this is to walk you through what a day will be like at Future School. However we find this task difficult since the interplay of these three features (internships, project-based learning, and personalized curricula) creates this changing dynamic that will be a part of the school schedule, a part of each student's day. Because of this, we cannot show you just one schedule, one school day. Rather we want you to picture in your mind three students and we want to tell you how their story might unfold, how their educational path might follow.

These two students are in two different internships in two different academic concentrations with two different advisors. Thus their school days are different, yet they are also the same. Let us show you how:

Picture in your mind a tenth grade student named Sophia. As a child Sophia enjoyed growing vegetables in the garden with her grandmother, so on Tuesday she is trying out her green thumb with her internship in landscape design. She interns at the local landscape company that is contracted to create the outdoor space that will surround the new museum. Her mentor has given her a challenge: to identify every insect that might have an adverse or beneficial effect on the landscape they create.

On Wednesday, her work in Biology class is aiding her already. She is learning plant cellular structure and plants' needs in order to enable photosynthesis and reproduction. Sophia has negotiated with her science instructor a standards-based project in which she will explain the biological environment that she and her mentor are designing for the museum, replete with full explanations of each plant species and animal life (insects, worms, etc.) that will become a part of this small ecosystem.

The budgeting of plants and flowers has engaged her use of her Advanced Spreadsheet Applications elective so that she can calculate overall landscape costs. But mostly work in her Geometry class is finding an application here, as she must explain her landscape design according to the principles of plane geometry. Her Geometry instructor has further challenged her to consider the depth of soil as part of her geometric space in which she must account, thus she needs help in thinking of the new concepts available in three-dimensional geometry, where mass and volume become additional factors in their landscape calculations.

Her project has further led her to a more personalized curricula in which she is understanding the classification of native Arkansas plants and flowers and their specific needs for sunlight, water, and soil. Sophia is still collaborating with her instructor how she will disseminate her final project. Her instructor is challenging her to create a computer-based model of the landscaped area, so Sophia considers extending her internship into the next semester where she can work with her Computer Applications I instructor to create a digital product.

Joey is a junior at Future School. He is a student who has struggled in self-monitoring and completion of independent work. Because of this, he must remain on campus with the adult support he needs at this time. However, this has not been much of an issue for Joey ever since his teacher has noticed that Joey has an "eye" for pictures. His internship is within the Arts and Letters concentration as he serves as the school's

photographer for the newspaper and yearbook. His work is primarily on campus, mentored by his English instructor, yet advised by a photographer at the Fort Smith's local newspaper, *The Times Record*. His internship requires extensive knowledge of digital photography, camera technology, and digital design, as most of this intern days are in the "digital dark room," photo shopping pictures, designing layout, and making sure his work is compatible with the local printer. Joey is able to utilize the tools in digital photography as a lens into cultural and historical contexts that he's learning in his on-line Survey of Fine Arts course. When his services are needed off campus, he is driven and therefore accompanied by a school employee, which give him the one-on-one support that he needs.

Later, when Joey has gained greater responsibility and therefore greater freedom in his internship, he can be assigned to the local paper that currently advises him. But at this point, Joey takes pictures and focuses on his academics, which has taken an interesting turn. Joey is currently enrolled in American History. Because he shoots pictures in various sites around Fort Smith, he has become interested in the local history of the sites to which he sets his camera. Specifically, when his history class studied local Fort Smith history, Joey became curious in researching Judge Parker, Fort Smith's notorious "hanging judge". Because Common Core Standards require the critical reading of original historical documents and other nonfiction texts, Joey's research project contains original court documents as well as his original pictures of the historical sites and the new Marshall's Museum under construction. His instructor has further challenged him to reflect on his research, considering the legacy that we create and how he might want to be remembered. Thus, his internship has created an academic concentration where his particular academic interest in local history is applied to his real world learning as well as his technological skill development.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

We believe our project-based instruction, integrated technology and real world internships are fully compatible with the requirements of the Arkansas Curriculum Frameworks and the Common Core State Standards (CCSS). Through this 3-tiered approach, culminating with a student portfolio, state approved learning objectives are met as students demonstrate a heightened level of engagement and content and skill mastery. They become more involved in their school experience through collaborative problem-solving which addresses relevant, real-world scenarios. With extended class blocks, the skill-development underlying the CCSS can be explored more fully and students will be more engaged in their learning as they take lessons learned from the classroom into their internship experiences with internship mentors.

Future School will ensure that this complimentary collaboration occurs through targeted and effective professional development for our instructors and support staff. We will develop projects that meet and exceed the instruction required under the CCSS and our unique schedule will allow our instructors additional collaboration time to allow instructors opportunities to align their projects vertically and share best practices.

We are making significant investments in time (one full school day each week, 90-270 minutes of weekly prep time, 2 days of in-service each year and at least one summer all-team training in: designing internships, Real World Lab best practices and building a student-centered school culture. To ensure our goals of curriculum alignment and sustaining high quality learning environments, we are also investing thousands of dollars for each staff member to continually grow their mindsets and abilities as 21st century educators. In addition, we have built cash bonuses into our salary structure to reward each staff member for building their expertise in their craft and, in turn, strengthening the professional, learning culture at Future School.

Like Future School, the CCSS heavily emphasize the importance of technology integration, both as a tool in instruction and through essential tech literacy skill-development for students. Future School prioritizes access to technology for all students with a one-to-one student to device ratio that allows our students to attend school in classrooms where technology is fully integrated in addition to studying how to code, design, build, and advance technology in the world they will encounter in the future.

Additionally, we are working in partnership with local educators and plan to develop instructors' abilities in creating and implementing aligned curricula during our annual in-services.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Requesting a waiver for a guidance program. Guidance will be provided through relationships between student and their learning team members; advisor, instructors, mentor, parents. Intensive services will be provided on a case-by-case basis through contract with local guidance counseling and mental health agencies.

B) Health services;

Applicant Response:

Requesting a waiver for a school nurse, while at the same time contracting with local health clinic to provide necessary health service supports as-needed. Except in the case of an emergency, basic first aid will be provided by CPR certified staff.

C) Media center;

Applicant Response:

Requesting a waiver for an on-site media center. The technology instructor and learning lab instructor will manage on-line learning lab and materials.

D) Special education;

Applicant Response:

Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of 1:18. Future School will use Highly Qualified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

E) Transportation;

Applicant Response:

Future School will provide students with monthly public bus passes.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

At Future School, our learning environment is 'alternative'. Once a student enrolls at Future School, they have demonstrated a commitment to work with the school team in order to achieve academic success and prepare for the real-world. Through collaboration with our district partners, enrolled students, including students who may have struggled in a traditional setting, will have an opportunity to be incorporated into Future School's general education population. Additional guidance counseling and personalized learning plan modification will be provided on an as-needed basis.

G) English Language Learner (ELL) instruction

Applicant Response:

Students requiring English language support will work with contracted English Language Specialist.

English Language Specialist requires:

Extensive knowledge of reading intervention instructional techniques including small group instruction, Fountas & Pinnell reading level assessments, and techniques for working with ELL and LEP students.
The ability to meet all professional responsibilities as an educator, complying with all state and federal regulations regarding the education of students with diverse learning needs.
The ability to work in a challenging, high-speed, dynamic environment while maintaining a positive, solution-oriented perspective for all of our students and families.

H) Gifted and Talented Program.

Applicant Response:

At Future School, we believe all of our students are inherently gifted and talented. Personalized learning plans will be individually designed so that students requiring advanced or more challenging course work will be accommodated.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Future School will be an open-enrollment public charter school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of Fort Smith, and will also be located within the boundaries of the Fort Smith School District. It is anticipated that the Future School will receive most of its students from the Fort Smith School District, with some students also coming from the Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts. The maximum enrollment in the first five (5) years of the charter will be 450 students.

According to the 2014-2015 enrollment information housed on the Department of Education Data Center's website, there were 14,317 students enrolled in the Fort Smith School District; 3,221 students enrolled in the Alma School District; 3,621 students enrolled in the Greenwood School District; 610 students enrolled in the Hackett School District; 839 students enrolled in the Mansfield School District, and 5,828 students enrolled in the

Van Buren School District. The school will enroll approximately 150 students in 2016-17; of those 150 students, it is estimated that up to 130 students would come to the Future School from the Fort Smith School District; and up to 20 students from the Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts combined. At its five (5) year maximum enrollment, it is estimated that up to 405 students would come to the Future School from the Fort Smith; and up to 45 students from the Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts combined.

It is possible that the Future School will enroll students who currently attend private schools or who are home schooled students.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

At Future School, our parents, faculty, staff, and community partners are all regarded as critically important stakeholders in the ongoing school improvement plan. Representatives of these various interests, including members of the Advisory Council, will work together to develop Future School's ACSIP (Arkansas Comprehensive School Improvement Plan) which will be annually submitted to the ADE for review and approval.

Each stakeholder group will evaluate school performance data annually against the performance measures described in this charter, including the annual assessment scores and specifically looking at performance among ELL students and TAGG students. Additionally, we will collect survey data from faculty and staff, students, and parents throughout the year to be considered in this annual meeting. These committees will meet late in the summer, before July 31st, with representatives from the Advisory Council and the FS board to determine the school's goals based on the previous year's data against the established goals and will plan specific and measurable action-steps for the upcoming year. An annual report of the school's performance data will be printed and made available to key stakeholders and will be available to the public on-line.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

As Future School is an open-enrollment public charter school, there is no criteria for admission and enrollment beyond the successful completion of 9th grade or its equivalency. The Future School team has already begun building relationships with youth organizations and community programs to reach out to students. We will continue our outreach to potential students and their families through participating in community events, canvassing neighborhoods and various marketing strategies including print, radio, social media advertisements, billboards, and sponsoring youth-focused career events.

Given our unique partnership with the district and ability to work with guidance counselors in the junior high schools, we believe we will be able to reach sufficient students through student information sessions in the schools and our additional participation in community events and media outreach throughout Fort Smith and anticipate receiving over 150 applications for our flagship class.

Student Outreach

Future School's model is based on building life-long relationships, which is key to our student outreach practice. Students develop bonds with mentors in the community as well as their instructors. Instructors invest time in their relationships with students and their support networks of families and friends. From student outreach to graduation, school staff builds relationships with families where they spend time in the community, at school, at home, and at outside of school activities and internships.

To support our intensive program of student and community outreach and relationship building, we are seeking to build a unique team of faculty and staff with industry and non-profit experience, new teachers and seasoned educators. We know that our team is critical to our ability to not only execute our education program successfully, but to reach students who may need extra encouragement and cultural understanding to succeed. We are actively working with local community partners to develop channels to the unique and culturally diverse staff needed to develop and maintain our school. Future School instructors will embody our 3 C's criteria; *Care about kids, Content expertise and Coachability*. Our team members will be innovative, energetic and up to the tremendous challenge of founding a public high school as well as building close relationships with numerous stakeholders, most expressly with our students.

The Future School team has already begun building relationships with youth organizations and community programs to reach students. We will continue our outreach to potential students and their families through participating in community events, canvassing neighborhoods and various marketing strategies including print, radio, social media advertisements, billboards, and sponsoring youth-focused career events.

Future School will not discriminate in its admission policy or otherwise on the basis of sex, national origin, race, color, ethnicity, religion, disability, academic, artistic, or athletic ability, pregnancy, marital status, sexual orientation, or gender identity or expression. Future School reserves the right to exclude a student from admission if the student has been expelled from another public school in the state.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Upon receipt of the student's complete application packet, the student will be listed on the 'enrolled list'. Remaining available slots will remain open for all other students.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
 No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

On Friday, April 1st, 2016 the Future School will hold a public lottery for all students who have applied by noon on April 1st if the total application number exceeds 150 students. The first 150 names drawn at random using a public lottery process and will be accepted for admission to the 10th grade class. Any remaining applications will be added to the waitlist in the order they are drawn and all applications received after noon on April 1st will be added to the waitlist in the order they are received.

- 1)In the years following the school's first year of operation, preference will be given to returning students who will automatically be assigned a place in the appropriate grade.
- 2) Next preference will be given to siblings of returning students, either by birth or adoption.
- 3)Students who are the children of founders or teachers are exempt from the lottery process as permitted by federal guidelines.
- 4)Future School will print out labels of all students who have applied by April 1st, 2016. A representative from a local auditing firm will pull labels in a public setting at a date and time that is advertised publicly and provided to applicants. All applicants pulled will be assigned a number, beginning 1, 2, 3, and continuing until all applicant labels have been pulled and read aloud.
- 5)All applicants will receive a letter indicating that they are either selected as one of the 150 students for admittance or they are on the waitlist.
- 6)The first 150 students offered admittance will have 30 days to enroll by completing all registration paperwork. Failure to enroll within 30 days will result in forfeiture of opportunity to enroll.
- 7)If spaces become available, Future School will offer the opportunity to enroll within a 30 day period to students on the waitlist in the order they appear on the waitlist. For waitlisted students, failure to enroll within 30 days of being notified will result in forfeiture of the opportunity to enroll.

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:

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Name of Individual with Prior Charter Experience: Elizabeth Stephens

Position with Proposed Charter: Technical Consultant

Elizabeth Stephens took over the Dean of Instruction role at Austin Achieve in its third year of operation in 2014, after two years of teaching and providing instructional coaching at the school. Austin Achieve's 2014-2015 data will be available by Monday, August 10th, and the school is projected to have earned a rating of Met Standard by a comfortable margin.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

School Principal will be the lead on-campus administrator who holds a Master's degree or higher from an accredited college or university. The school principal must hold or be in the process of earning a valid Arkansas Administrator's License, Teacher Licensure in a content area or special education (or the equivalent). The principal must have two or more years of educational experience within a public educational setting as a teacher and/or administrator. The principal will be the instructional leader of Future School and will be provided with adequate training and personnel assistance to assume that role.

Requirements: Ability to establish and maintain effective working relationships with Future School community members; Program development, effective teaching methods, and program evaluations; School finances and budgeting, education law, and student attendance accounting; Effective planning, organizing, assigning, and coordinating the activities of a professional and support staff, including team building, personnel evaluations, feedback delivery, and recruiting techniques; Ability to clearly present ideas verbally and in writing to develop consensus; Techniques to deal constructively with conflict, creative and effective issue resolution; Understanding of child and adolescent development & federal, state and local education regulations; Current instructional techniques, concepts, and tools.

Responsibilities: Assess achievement of curricular goals and the effectiveness of the overall instructional programs; Oversee teacher preparation and resources for parent conferences; Demonstrate proficiency with data management systems, analyze and communicate achievement data; Oversee Special Education teaching resources and implementation of IEPs; Obtain specialized expertise and to ensure compliance with all state and federal laws; In year one, oversee and support the advisors and their development of community partnerships and student internship sites to ensure a quality student/partner experience and ongoing partnership opportunities; Analyze relevant information, make decisions, delegate responsibility when appropriate, and provide appropriate support and follow-up; Resolve discipline and personnel issues to create a safe, respectful, and positive learning climate; Contribute to the development of the annual budget, based on the Future School's annual improvement plan; Support the efforts of the Business Office in procurement and deposit processes, adhering to procedures; Understand the Future School budget and its specific implications for all Future School programs; Monitor and approve assigned budgetary expenditures.

In year two of operation, Future School will employ a full-time campus **Assistant Principal** who holds a Master's degree or higher from an accredited college or university. The assistant principal must hold or be in the process of earning a valid Arkansas Administrator's License, Teacher Licensure in a content area or special education (or the equivalent). The assistant principal will manage community partnerships, public exhibitions of student work, and serve as the Real-World Lab director of Future School, and support the principal in daily operations, and will be provided with adequate training and personnel assistance to assume that role. See Principal section for assistant principal requirements.

Responsibilities: Network, establish, and maintain effective working relationships with Future School students and industry partners; Assess achievement of curricular goals and the effectiveness of the student internships and Real-World Lab programs; Oversee teacher preparation and resources for parent conferences in collaboration with the principal; Demonstrate proficiency with data management systems, analyze and communicate student achievement data specifically relating to student internships and Real-World Lab programs; Use data to target resources, develop and implement strategies to improve student achievement and outcomes with industry partners in the student internships; Obtain specialized expertise and to ensure compliance with all state and federal laws; Analyze relevant information, make decisions, delegate responsibility when appropriate, and provide appropriate support and follow-up; Support the principal in discipline and personnel issues with students, parents, and staff to create a safe, respectful, and positive learning climate; Contribute planning and expertise to the development of the annual budget, based on the Future School's annual improvement plan.

The **School Office Director** will be essential to the daily operations of the Future School. This person should

have 3-5+ years experience managing multiple computer-based systems in a business or organization and have demonstrated patience, sensitivity, and flexibility to successfully manage partnerships and communication with students, families, staff, industry mentors, and community partners. This person will also be responsible for overseeing our various accountability measures such as average daily student attendance (ADA), our enrollment and registration paperwork. This person will have purchasing power, with the signature of the principal or assistant principal, to purchase supplies as they are needed.

Requirements: Knowledge and skills administering a school office or a business setting and all associated skills (Microsoft Office or Mac iWork, filing and organization, vendor communication, etc.); Bilingual English/Spanish (written and verbal) is required; The ability to learn and administer various computer-based and paper-based systems including, but not limited to state accountability systems for attendance, budgeting, enrollment, grades, school records, school meals, student contact information, etc.; Work in a challenging, high-speed, dynamic environment while maintaining a positive, solution-oriented perspective for all of our office visitors and school community; The ability to design and maintain systems for organization and communication that are effective and contribute to an accountable and positive learning climate.

Future School will employ (6) full-time **Classroom Instructors** and (1) **Special Education Instructor** who hold a Bachelor's degree or higher from an accredited college or university and a hold or are in the process of earning a valid Arkansas Teaching License (or the equivalent) in one or more of the following areas: a general education content area, special education instructional specialist P-4 or 4-12, GT, and ESL. Teachers who are not licensed in one or more of these areas must obtain the additional license(s) within three years of his/her hire date. All instructors must meet NCLB Highly Qualified status, as well. Classroom instructors are responsible for planning, organizing, and presenting activities contributing to educational, social, and physical development of students to enhance their self-worth and equip them with the knowledge, skills, and abilities needed to function in society. Teachers will exercise considerable judgment, tact, patience, sensitivity, and flexibility to successfully educate students from varied socioeconomic backgrounds and learning styles.

Requirements: The ability to: plan and facilitate engaging instruction via a project-based learning model, thoroughly incorporate technology into educational plans, and meet all professional responsibilities as an educator, complying with all state and federal regulations regarding the education of students with diverse learning needs; Additionally, instructors in the advisor role will be responsible for the academic and internship success of their advisees and will be the first point of contact for family outreach, home visits, work site visits, and communication and follow-up with industry mentors at the student's internship site; Work in a challenging, high-speed, dynamic environment while maintaining a positive, solution-oriented perspective for all of our students and families.

English Language Specialist: See Waiver Section for description.

Business Manager: In coordination with the School Office Director, Future School will contract with a licensed CPA to provide business administration support. Duties include: Administration of monthly payroll for all staff; Assurance of on-time payment of all outstanding accounts at Future School including rent and utilities; Oversight and balancing of the school budget and sharing the updated budget and sharing the updated budget regularly with the principal and assistant principal. Assistance with preparation for any business related audits.

Student Nutrition Director: Future School will contract part time with an individual (approximately 20 hours per week) to administer the school lunch program in accordance with the National School Lunch Program (NSLP). Duties include: The ability to meet all professional responsibilities serving lunch to students and disposing of waste in accordance with the NSLP. Reporting to the School Office Director.

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

An organized and accountable business plan is essential to the operation of the Future School and we are

determined to meet and exceed compliance with all state and federal laws and statutes.

We anticipate that Future School will be fully enrolled at 150 students in year one, 300 students in year two, and 450 students in year three and into perpetuity. In the case of being under-enrolled by 10 students, at 140 instead of 150 students in year one, our contingency plan is to eliminate the Social Studies Instructor position, saving \$67,000, and increase Arkansas Department of Education approved on-line curriculum, while recruiting actively to fill those vacant student spaces within 30 days. Being fully enrolled is a top priority and we do not anticipate, given our unique partnership with the district and the current over enrollment at Northside High School, any vacant student spaces.

The Future School board will meet to approve an annual budget for the subsequent year no later than September 1st, 2015. The approved budget will be submitted to the ADE on or before September 30th. The FS Board will review financial statements during each monthly meeting. Future School will operate on a fiscal year beginning July 1 and ending June 30. The business manager will comply with the following guidelines: 1) use generally accepted accounting principles; 2) adhere to all stipulations of the Financial Accountability System Resource Guide; 3) and maintain all accounting data within the Arkansas Public School Computer Network (APSCN) as required.

Additionally, Future School will maintain a procurement process and plan that complies with Arkansas state law. The procurement process is designed to maintain management controls and purchasing oversight authority in accordance with ADE rules and regulations. The procurement process will facilitate Future School's mission while protecting the interests of the state of Arkansas and its taxpayers while promoting fairness in contracting with the business community. Future School will adhere to procurement policies for conducting procurements and establishing contracts to ensure sufficient competition, preserving fair and open competition, and establishing vendor responsibility. Future School's procurement process is designed to:

1. Ensure fair and open competition;
2. Guard against favoritism, improvidence, extravagance, fraud and corruption;
3. Ensure that the results meet Future School's needs;
4. Provide for checks and balances to regulate and oversee Future School's procurement activities; and
5. Protect the interests of the Future School, the state, and its taxpayers.
6. Establishing and maintaining the records and procedures necessary for the accountability of the Future School property and equipment inventory.
7. Advance the "financial integrity" of Future School.
8. Adhere to state regulations governing vendor bids.
9. Provide secure record-keeping and ongoing maintenance of all purchases, bids, and requests for services.

Procurement Activities:

A purchase order system will be implemented and approval of all purchases must follow the following process:

1. A purchase requisition (PR) form must be completed in advance of the purchase by the requestor and signed by the Director of Academic Innovation or the Director of Real World Learning.
2. Once the School Office Director receives a completed and signed PR form, he/she may proceed with purchasing via the appropriate channels and all receipts and documentation will be attached to the PR form and submitted to the Business Manager for accounting and filing.
3. Reimbursements for pre-approved purchases may be made via the same process if a signed and dated PR form and a receipt is attached. These documents will be submitted to the Business Manager who will account for and file these documents and cut cheques for reimbursements monthly.
4. All purchases should be made using Future School's tax-exempt number and taxes applied to any purchase submitted for reimbursement will not be reimbursed.

Business and Budgeting Personnel:

The School Office Director and the part-time Business Manager will manage all business duties. The School Office Director will be responsible for collecting and documenting any cash (such as student payments for yearbooks, class trips, etc.) and turning this over to the Business Manager. Business Manager position requires:

1. Licensure as a Certified Public Accountant (CPA).
2. Administration of monthly payroll for all staff.
3. Assurance of on-time payment of all outstanding accounts at Future School including rent and utilities.
4. Oversight and organization all purchase requisitions and receipts to ensure the school remains in compliance with all state and federal laws.
5. Oversight and balancing of the school budget and sharing the updated budget regularly with the principal and assistant principal.
6. Assistance with preparation for any business related audits.

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 than 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 charter school must enroll and maintain a minimum of 100 students to be financially viable in its initial year of operation. These numbers were determined by performing a break-even analysis utilizing the following steps:

- Categorize each source of revenue as either fixed or variable,
- Categorize each expenditure as either fixed or variable,
- Review *Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts* and the charter application and remove or reduce all expenditures not required by the Standards or deemed a program priority per the application,
- Calculate the contribution margin per student by subtracting variable expenditure per student from the variable revenue per student,
- Calculate break-even point by subtracting fixed revenue from fixed cost and dividing the difference by the contribution margin per student.

The calculations were completed by Christopher Bell of Complete Consulting. Mr. Bell is a certified public accountant, a charted global management accountant and a certified general business manager with eight years of experience managing the finances of charter schools in Arkansas. Complete Consulting will serve as the school's business manager provider.

Should fewer students than necessary for financial viability enroll before the first day of school or in the event that enough students enroll and are admitted, but fail to arrive when school begins, the school would leverage a combination of the following actions to balance the school's budget:

- Reduce per pupil (variable) expenditures by the product of the per pupil rate and the number of students enrolled under projections.
- Seek additional funding from our local, national, and international partners
- Reduce staffing and utilize Arkansas Department of Education approved on-line curriculum.

The school has developed a detailed recruitment plan with monthly enrollment targets. Should the school not enroll 100 students by August 1, 2016, it will exercise the option mentioned above. Furthermore, should the school enroll and admit 100 students or more, but fewer than 100 students arrive when school begins, the school will exercise the option mentioned above within two weeks of the school opening.

The school will maintain a fund balance of approximately 5% or more of its unrestricted revenues to address any unexpected expenditures.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The board of Future School will arrange annually for a qualified certified public accountant or firm licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an annual audit of Future School's financial statements in accordance with Government Auditing Standards and requirements of Act 993 of 2011. The board will review the scope and results of the annual audit. The board and principal will develop a corrective action plan to address any irregularities.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes
 No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Future School is currently in the process of securing an equitable and efficient learning facility for our campus in Fort Smith, AR. We will select a facility that accommodates 350 students and meets current federal, state, and local standards for zoning and building code guidelines. The selected site will comply with federal, state and local standards and codes as well as the standards set forth by the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and the Americans with Disability Act (ADA) of 1990.

Finally, we will adhere to permissible uses from the local zoning authority. We will not select a facility located within a 1000 feet of alcohol sales. We will not commence operations with students in any facility unless Future School has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect.

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:

WDA Living Trust has no known relationships with any of the above entities.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Trish Flanagan is currently employed by Steve Clark as the co-founder of Noble Impact. Brandon Cox and Steve Clark both receive compensation from Propak Logistics. Elizabeth Stephens is a contracted consultant assisting in the charter application process.

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 following conflict of interest policy and procedures are excerpted from the FS Board's by-laws.

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest: An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy: If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts 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. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Future School will follow nutrition guidelines for reimbursable school meals as we anticipate as many as 70% of our students will be eligible for Free or Reduced Lunch. All reimbursable meals will follow federal regulations. All foods available on campus will be in accordance with state and federal nutrition policy, including the National School Lunch Program (NSLP).

Healthy meals will be provided fresh daily through partnerships with local businesses and distributed on campus in compliance with NSLP. Future School will seek bids from interested vendors. We anticipate feeding between

70-80% of our students lunch daily through these partnerships. Students who do not qualify for Free or Reduced Lunch will be able to purchase the student lunch daily for \$3-4 if they purchase a daily meal plan in advance for \$80 per month. Daily food services will be the responsibility of the School Nutrition Director who will manage the community partnerships with vendors, pick up the meals, ensure compliance with all guidelines, monitors students as they get lunch, report data to the School Office Director, manage clean-up and waste disposal, and run an efficient food service program.

Students eligible for Free or Reduced Lunch will be identified via confidential federal application form which our School Office Director will be responsible for distributing and collecting. Lunch will be served during the designated period for eligible students. Daily lists of eligible students served will be kept and recorded as the state requires. These reports will match the reports of funding and reimbursement for the food services program.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Future School recognizes that family and community engagement in school affairs is essential to positive outcomes for student achievement (Jordan, Snow & Porche (2000); Starkey & Klein (2000). Throughout year one, Future School's staff will jointly develop with the Advisory Council a school-family compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and school performance. The compact will, at a minimum, include the following components:

- 1.Two teacher/parent conferences related to the individual child's achievement;
- 2.Frequent reports (every six weeks and quarterly) to parents on their children's progress;
- 3.Monthly communication between school and home via each student's learning team.
- 4.A "Welcome Back" event for student and parents prior to the first day of school;
- 5.Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities;
- 6.Materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology to foster parental involvement;
- 7.Workshops to educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- 8.Assurances that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
- 9.Scheduling school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
10. Establishment of celebratory school activities for the community/parents during Arkansas Public School Week.
- 11.Adoption of the Advisory Council to provide advice on all matters related to parental involvement, educational programming, and policy/procedure development going forward;
- 12.Establishment of a parent involvement center
13. Adoption of an annual meeting to which all parents will be invited and encouraged to attend. The meeting will:
 - a. showcase Future School's policies, goals, programs, and annual report card.
 - b. provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

c. and request parental input regarding Future School's annual performance.

Additionally families will be asked to participate in an annual family survey to collect feedback on Future School's performance and to inform other family, school, and community events to be responsive to this feedback. Families will be asked to respond to survey questions, like the examples included below, on a scale from 1-5 where 1 = strongly disagree, 2 = disagree, 3 = neutral/no opinion, 4 = agree, 5 = strongly agree. Surveys will be administered in English and Spanish and can be translated to other languages based on family language needs.

Sample Family Survey Questions:

1. Teachers at this school provide lots of encouragement and support for students.
 2. The teachers at this school truly care about my child.
 3. My child is getting a good education at this school.
 4. Teachers and administrators treat students with respect.
 5. My child can get extra help at this school when he/she needs it.
 6. I expect my child to graduate from high school.
 7. I expect my child to graduate from college.
 8. My child is receiving unique educational opportunities at this school.
 9. The work and projects my child does in their internship support their learning.
 10. My child enjoys attending this school.
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:

The Future School will locate its open-enrollment public charter school within the boundaries of the Fort Smith School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to maintain the majority of its students from the Fort Smith, Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts.

The Future School is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, the Future School finds that neither the Fort Smith School District, nor any of the other school districts listed above, is currently subject to any court orders or judicial decrees concerning the desegregation of its schools. The applicant would also note that none of the listed school districts have filed proof with the Department of Education claiming a conflict with the provisions of the Public School Choice Act of 2015. As an open-enrollment public charter school, the Future School must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

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:

It is certainly our belief, as the founders of Future School, that Future School is positioned to continue

sustainably and to be replicated as a model throughout the country. Future School builds on a proven models of real-world learning, incorporating the tradition of internships, apprenticeships, into an individualized, relevant, and fun, hands-on high school experience. We see opportunities to develop lasting, applicable skills and real networks through work, innovation, collaboration, and problem-solving, as a universal value add. We and other project-based, real-world learning school sites across the country have come to see the life-changing potential inherent in the transformation of the traditional education model and in placing trust in our secondary students and future leaders. We are committed to bringing this change-catalyst to our hometown corner of the globe, Fort Smith, Arkansas. We believe Fort Smith students are well positioned to meet their futures head-on and pilot a new model for what it means to graduate college and career ready.

Future School will continue and grow because it will be deeply embedded in the Fort Smith community and will add value to students and families, industry partners, and community members alike. To the playing field of traditional education, we bring a visionary approach. We bring expertise at networking and identifying opportunities. We bring educational vision for student engagement in hands-on, deeper learning projects that have relevance in their communities. From our student projects with local artists and community service organizations, to our students' individual learning plans that put high schoolers in internships with industry partners, Future School will be indispensably linked to the Fort Smith community however we can be for greater success. Our students will be creating a targeted social media presence for a community organization or identifying pathways for local food purchasing for local restaurants. Our students will be conducting efficiency studies on the river transportation sector and measuring changing weather patterns in Arkansas. All our efforts will be for student development towards future studies and careers and for partners who will use these projects to advance and grow towards greater sustainability, humanity, and efficacy.

Trish Flanagan brings a deep understanding of the issues facing education systems and proven methodologies for guiding students and partners to greater success. Trish brings experience from her time as a Teach For America corps member in Brownsville, Texas on the US-Mexico border, her work as a school leader in Roatan, Honduras, and her experience developing successful education initiatives in Little Rock. Trish is interested in disruptive education models that turn our traditional compartmentalization of students upside down and instead follow the incorporate proven strategies to trust our students as citizens. Trish has been instrumental in the founding of Future School and has strategically designed the leadership model for the school to be sustainable-prioritizing the hiring of highly qualified, local educators from the local community, wherever possible. Trish has an undeniable talent and more than 15 years of experience building business and community partnerships in education and, after a year of on-the-ground work in Fort Smith, is perfectly equipped to guide the launch and establishment of Future School.

Future School will owe much of its success to board tirelessly focused on constructive partnerships. Brandon Cox, our board president, is on the Fort Smith City Planning Commission and has been extremely active in his city and school system. His support for Future School is essential. Jason Green, our board vice president, is a committed business leader with extensive public service and leadership experience including executive service with the Boy Scouts of America. Steve Clark, our board treasurer, one of Arkansas' top business innovators, and the founder and Chairman of high school education initiative, Noble Impact, has long envisioned a real-world learning school that developed young entrepreneurs in his hometown. The Future School's board is the perfect team to position the school for long-term success and sustainability. Boyd Logan, our board secretary, brings decades of education experience as a National Board Certified Teacher and fully endorses the design and mission of Future School. The uniquely effective school founder and board have already formed Memorandums of Understanding (MOU's) with the University of Arkansas at Fort Smith and the Fort Smith School District. Support is clear and non-partisan. This model is in demand and this team is excited to implement it.

Future School will recruit and train teachers, primarily from Fort Smith and the surrounding communities who are passionate about project-based learning and a sustainable and transformative school model. The principal and Trish, as the school founder, will provide guidance, curriculum resources, professional development, and instructional coaching to ensure we are supporting the best instructional force for relevant, deeper learning and connecting this at every imaginable opportunity with resources in the community. We have confidence that an effective, creative, collaborative, and sustainable teaching environment will draw and keep the best candidates around, creating a sustainable model for teacher recruitment. We will be a small but closely knit team of instructional leaders and visionaries as we work together at Future School to deliver on what's best for our students.

We know the model will be effective when 450 Fort Smith high school students are receiving a world-class education featuring relevant, hands-on projects and internships with industry mentors in careers and pursuits that they chose themselves and where they extract and add great value. We know the model will also be effective when we have created a collaborative and joyful environment that extends deep into the community, well beyond the four walls of the classroom and the traditional school day. We also will know the model is effective when it is creating greater access points into post-secondary education and upwardly mobile career opportunities. We will know it's successful when our entrepreneurs have the skills and the vision to position themselves for success wherever they go. We will meet our academic goals and will continuously reach out to our students, families, industry partners, and community members to receive feedback and grow. We will celebrate annually in our academic and industry showcases and in three years at our flagship class' graduation where we will measure our effectiveness as our students go out into post-secondary opportunities they never would have dreamed of before their time at Future School.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Board	Ark. Code Ann. §6-13-601 et seq. District Board of Directors Ark. Code Ann. §6-14-101 et seq. School Board Elections	Future School seeks exemption from these portions of the Education Code in order to govern the Future School board as planned in this charter. Future School believes these sections are only to school districts and seeks to ensure no confusion regarding the governance structure and bylaws of the Future School board. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.		
Grading Scale	Ark. Code Ann. §6-15-902 (a) Grading Scale ADE Rules Governing Uniform Grading Scales	Future School seeks exemption from this portion of the Education Code to allow for a more holistic grading system which includes state mandated assessments, college readiness exams and a comprehensive student portfolio based on student work in Real-World Lab. Academic progress is further assessed once a year through the ACT and Aspire assessments to determine college readiness and is assessed annually through state mandated assessment or the next generation of assessment.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement Ark. Code Ann. §6-17-902-concerning Definition of Teacher Ark. Code Ann. §6-17-919-concerning Warrants Void without Valid Teaching License and Contract 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; and the ADE Rules Governing Educator Licensure	<p>Future School seeks exemption from these portions of the Education Code. While Future School will ensure that all teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is imperative for success that Future School have flexibility to hire teachers and administrators who are most qualified and best positioned to implement the unique programmatic plan. Our plan is built on the model we believe best prepares students for success in college and career. Future School will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Business Manager	Ark. Code Ann. §6-15-2302 General Business Manager	Future School seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Future School will hire or contract with a qualified general business manager who is able to address the specific needs of the school.		
Flag	Ark. Code Ann. §6-16-105 U.S. Flag Ark. Code Ann. §6-16-106 Arkansas Flag	Future School seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds to display the U.S. and Arkansas flags.		
Planning Period	Ark. Code Ann. §6-17-114 Daily Planning Period	Future School seeks exemption from this portion of the Education Code because Future School's unique schedule requires flexibility to adapt teacher schedules to match the internship requirements and adjusted instructional time. Teachers will actually have increased planning time during a week at Future School where we emphasize the importance of preparation and planning, but not necessarily daily.		
Teacher Duty	Ark. Code Ann. §6-17-111 Duty Free Lunch Ark. Code Ann. §6-17-117 Non-Instructional Duties	Future School seeks exemption from these portions of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. Future School offers of employment will be made while notifying potential hires of this exemption and potential expectations.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies Ark. Code Ann. §6-17-203 Committees on Personnel Policies - Members	Future School seeks exemption from these portions of the Education Code.		
Personnel	Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act	Future School seeks exemption from this portion of the Education Code because the Future School programmatic model requires the flexibility to recruit, hire, and retain the most qualified and effective teachers available. Future School teachers and administrators are expected to be highly flexible and responsive responsive to the needs of students, families, and industry partners. Future School offers of employment will be made while notifying potential hires of this exemption.		
Personnel	Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law	Future School seeks exemption from this portion of the Education Code. Future School will develop human resources policies and procedures that are best suited to serve our unique programmatic model, including, but not limited to the following: terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Services	Licensed Guidance Counselors Section 16.01 of the ADE Standards Rules ADE Rules Governing Public School Student Services Ark. Code Ann. §6-18-1001 et seq. Public School Services Act	Future School seeks exemption from this portion of the Education Code. Future School instructors through their Real-World Lab groups will initially provide the services traditionally provided by a guidance counselor. In Future School's unique programmatic model, a student's Real-World Lab instructor stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.		
School Nurses	School Nurses Ark. Code Ann. §6-18-706 Ark. Code Ann. §6-18-1001 et seq. Section 16.03 of the ADE Standards Rules ADE Rules Governing Public School Services	Future School seeks exemption from these portions of the Education Code and the ADE Rules. At Future School, we believe the duties of the school nurse will be fulfilled by the entire staff. Future School will utilize front office staff, such as the School Office Director, to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. All administrative staff will receive this training and will support the School Office Director as needed. Future School's Directors will work with our board and community network to reach out to the local medical community to aid in providing free health and vision screenings to students.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Superintendent	Ark. Code Ann. §6-13-109 School Superintendent Ark. Code Ann. §6-17-302 Section 15.01 and 15.02 of the ADE Standards Rules (concerning superintendents and principals)	Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School plans to employ a principal who will serve as the Superintendent and an assistant principal , with a student population of 300. Either one of these individuals, or a third party, might also fulfill the superintendent role in addition to their campus leadership position. This would allow Future School to use its human resources best to enact the programmatic model.		
Transportation	Ark. Code Ann. §6-19-101 et seq. Transportation	Future School seeks exemption from this portion of the Education Code. Any transportation services provided to students at Future School will be independently contracted and will be in full compliance with this section.		
Facilities	Ark. Code Ann. §6-21-117 Leased Academic Facilities	Future School seeks exemption from this portion of the Education Code. Given the limited initial enrollment and lack of operational history, it will not be possible to comply with all rules and regulations within the first year of operation. Future School will ensure that any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003 Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites	Future School seeks exemption from these sections of the Education Code and the ADE Rules. Future School will develop competitive but flexible compensation schedules for its employees.		
Business Operations	Ark. Code Ann. §6-21-304 Manner of Making Purchases	Future School seeks exemption from this portion of the Education Code. This section of code requires that each instance in which the estimated purchase price shall equal or exceed \$10,000.00. For all purchases between \$1,000.00 and \$50,000.00, Future School will use either a state approved vendor or obtain a minimum of three quotes. Future School will obtain bids in each instance in which the estimated purchase price meets or exceeds \$50,000.00.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Services	Gifted and Talented Children Ark. Code Ann. §6-20-2208(c)(6) and Ark. Code Ann. §6-42-101 et seq. Section 18.01-18.03 Rules Governing Gifted and Talented Program Alternative Learning Environment: 6-15-1005 (b) (5); 6-18-503(a)(1)(C)(i); 6-48-101 et seq.; Section 19.03 ADE Standards Rules; ADE Rules Governing Gifted and Talented Program Approval Standards; Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds	Future School seeks exemption from these portions of the Education Code and the Department of Education Rules. In Future School's unique programmatic model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) or based on classification as "gifted and talented" is at odds with our approach of engaging each student in a career preparatory internship of his or her choice. We believe an environment that is appropriately student-centered, engaging, and rigorous, is best for all students. At Future School, each child is given the opportunity to develop his or her own gifts and talents.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Services	Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology Section 16.02.3 of the ADE Standards Rules	<p>Future School seeks exemption from this portion of the Education Code and ADE Rules. In this section of the code, the hiring of a licensed library media specialist is required. In Future School, we will utilize online libraries, such as OverDrive or online check-out from local libraries to eReader programs on the student's classroom-ready device. Future School will also partner with local public libraries for student internship opportunities and programmatic partnerships to serve our students and engage them in literacy. The library and media center at Future School will be served by our technology instructors ensuring our students have online access high quality materials and through partnerships in the community where students use their local library as their school library.</p>		
Class Size	Section 10.02 of the ADE Standards Rules (Class Size)	<p>Future School seeks exemption from this portion of the Department of Education Rules. There are times, in the Future School model where, larger class sizes are preferred for student learning. For example, students will take online language classes where they will work at differentiated levels on a device, or partner with other classes for PE in a large studio or gym space off-site.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	Ark. Code Ann. §6-13-109 Ark. Code Ann. §6-17-427 Sections 15.01 and 15.03 of the ADE Standards Rules ADE Rules Governing Superintendent Mentoring Program Ark. Code Ann. §6-5-405(b) (1): Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education	Future School seeks exemption from these Education Code provisions and ADE Rules. Future School must have the flexibility to attract and retain an individual who is highly skilled and eager to develop and grow a project-based learning, technology integrated school of the future with a unique schedule and a real-world internship model. The individual selected will receive additional training and coaching to fulfill this role.		
Curriculum	Ark. Code Ann. §9-03-4:	Future School seeks for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Policies	Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies and the ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies	<p>Future School seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. All Future School policies will comply with all state and federal laws and seek to best serve the community of the school. Future School seeks to use the most progressive discipline management techniques such as restorative justice and student-body counsels and arbitrators whenever appropriate.</p>		

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

JUL 01 2015

Date:

FUTURE SCHOOL
C/O WILLIAMS & ANDERSON PLC
BONNIE JOHNSON
111 CENTER STE 2200
LITTLE ROCK, AR 72201

Employer Identification Number:
47-3952660
DLN:
17053154350005
Contact Person:
PAUL F CAPPEL II ID# 31665
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 8, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

FUTURE SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Tamara Rappaport
Director, Exempt Organizations

FUTURE SCHOOL

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$70,000.00	1	\$73,500.00
2	Assistant Principal			1	\$70,000.00
3					
4					
5					
6					
7	Subtotal:		<u>\$70,000.00</u>		<u>\$143,500.00</u>
8	Fringe Benefits (rate used <u>30%</u>)		<u>\$21,000.00</u>		<u>\$43,050.00</u>
9	Total Administration:		<u><u>\$91,000.00</u></u>		<u><u>\$186,550.00</u></u>

Regular Classroom Instruction:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
10	Teachers	6	\$50,000.00
11	Aides		
12	Subtotal:		<u>\$300,000.00</u>
13	Teacher Fringe Benefits (rate used <u>30%</u>)		<u>\$90,000.00</u>
14	Aide Fringe Benefits (rate used <u> </u>)		
15	Total Regular Classroom Instruction:		<u><u>\$390,000.00</u></u>
			<u><u>\$799,500.00</u></u>

Special Education:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
16	Teachers	1	\$50,000.00
17	Aides		
18	Subtotal:		<u>\$50,000.00</u>
19	Teacher Fringe Benefits (rate used <u>30%</u>)		<u>\$15,000.00</u>
20	Aide Fringe Benefits (rate used <u> </u>)		
21	Total Special Education:		<u><u>\$65,000.00</u></u>
			<u><u>\$133,250.00</u></u>

Gifted and Talented Program:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
22	Teachers	0	\$0.00
23	Aides		
24	Subtotal:		<u>\$0.00</u>
25	Teacher Fringe Benefits (rate used <u> </u>)		<u>\$0.00</u>
26	Aide Fringe Benefits (rate used <u> </u>)		
27	Total Gifted and Talented Program:		<u><u>\$0.00</u></u>
			<u><u>\$0.00</u></u>

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers _____		\$0.00		\$0.00
29 Aides _____				
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

	2016-2017 No. FTEs	2017-2018 No. FTEs
34 List Positions _____		\$0.00
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		\$0.00
40 Fringe Benefits (rate used _____)		\$0.00
41 Total English Language Learner Program:		\$0.00

Guidance Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
42 List Positions _____		\$0.00
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		\$0.00
48 Fringe Benefits (rate used _____)		\$0.00
49 Total Guidance Services:		\$0.00

Health Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
50 List Positions _____		\$0.00
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		\$0.00
56 Fringe Benefits (rate used _____)		\$0.00
57 Total Health Services:		\$0.00

Media Services:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	Salary	No. FTEs	Salary
58	_____	_____	\$0.00	_____	\$0.00
59	_____	_____	_____	_____	_____
60	_____	_____	_____	_____	_____
61	_____	_____	_____	_____	_____
62	_____	_____	_____	_____	_____
63	Subtotal:		\$0.00		\$0.00
64	Fringe Benefits (rate used _____)		\$0.00		\$0.00
65	Total Media Services:		\$0.00		\$0.00

Fiscal Services:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
66	_____	_____	\$0.00
67	_____	_____	_____
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	Subtotal:		\$0.00
72	Fringe Benefits (rate used _____)		\$0.00
73	Total Fiscal Services:		\$0.00

Maintenance and Operation:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
74	_____	_____	\$0.00
75	_____	_____	_____
76	_____	_____	_____
77	_____	_____	_____
78	_____	_____	_____
79	Subtotal:		\$0.00
80	Fringe Benefits (rate used _____)		\$0.00
81	Total Maintenance and Operation:		\$0.00

Pupil Transportation:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
82	_____	_____	\$0.00
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Subtotal:		\$0.00
88	Fringe Benefits (rate used _____)		\$0.00
89	Total Pupil Transportation:		\$0.00

Food Services:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	Salary	No. FTEs	Salary
90	_____	_____	\$0.00	_____	\$0.00
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used _____)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00
Data Processing:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	No. FTEs		
98	School Office Director	1	\$40,000.00	1	\$42,000.00
99	_____	_____	_____	_____	_____
100	_____	_____	_____	_____	_____
101	_____	_____	_____	_____	_____
102	_____	_____	_____	_____	_____
103	Subtotal:		\$40,000.00		\$42,000.00
104	Fringe Benefits (rate used 30%)		\$12,000.00		\$12,600.00
105	Total Data Processing:		\$52,000.00		\$54,600.00
Substitute Personnel:		2016-2017	2016-2017	2017-2018	2017-2018
		No. FTEs	No. FTEs		
106	Number of Certified Substitutes _____	_____	\$0.00	_____	\$0.00
107	Number of Classified Substitutes _____	_____	_____	_____	_____
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used _____)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used _____)		_____	_____	_____
111	Total Substitute Personnel:		\$0.00		\$0.00
112	TOTAL EXPENDITURES FOR SALARIES:		\$598,000.00		\$1,173,900.00

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
1	2016-2017		
1	No. of Students <u>150</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$996,900.00</u>	
2	No. of Students <u>150</u> x <u>\$26.00</u> Professional Development	<u>\$3,900.00</u>	
3	No. of Students <u>105</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$108,465.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>	_____	
5			
	2017-2018		
6	No. of Students <u>300</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,993,800.00</u>	
7	No. of Students <u>300</u> x <u>\$26.00</u> Professional Development	<u>\$7,800.00</u>	
8	No. of Students <u>210</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$216,930.00</u>	
9	No. of Students _____ x _____ Other: <i>Explain Below</i>	_____	
10			
11	Total State Charter School Aid:	<u>\$1,109,265.00</u>	<u>\$2,218,530.00</u>
12			
	Other Sources of Revenues:		
	(<u>MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE</u>)		
13	Private Donations or Gifts	_____	_____
14	Federal Grants (List the amount)	_____	_____
15	Special Grants (List the amount)	_____	_____
16	Other (<i>Specifically Describe</i>)	_____	_____
17	Start Up Funding	<u>\$250,000.00</u>	_____
	Total Other Sources of Revenues:	<u>\$250,000.00</u>	_____
18	TOTAL REVENUES:	<u>\$1,359,265.00</u>	<u>\$2,218,530.00</u>

EXPENDITURES

Administration:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$91,000.00</u>	<u>\$186,550.00</u>
19	Purchased Services - List Vendors Below		
20	V - AD 1 Prof. Development	<u>\$5,000.00</u>	<u>\$10,000.00</u>
21	V - AD 2 Outreach	<u>\$5,000.00</u>	<u>\$5,000.00</u>
22	V - AD 3 _____	_____	_____
23	V - AD 4 _____	_____	_____
24	V - AD 5 _____	_____	_____
25	Supplies and Materials	<u>\$13,000.00</u>	<u>\$7,000.00</u>
26	Equipment	<u>\$16,000.00</u>	<u>\$3,000.00</u>
27	Other (List Below)		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u>\$130,000.00</u>	<u>\$211,550.00</u>

		2016-2017 Amount:	2017-2018 Amount:
32	Salaries and Benefits	\$390,000.00	\$799,500.00
33	Purchased Services - List Vendors Below		
V - CI 1	<u>Prof. Development</u>	\$30,000.00	\$60,000.00
V - CI 2	<u>Assessments</u>	\$12,000.00	\$24,000.00
V - CI 3			
V - CI 4			
V - CI 5			
38	Supplies and Materials	\$145,200.00	\$181,200.00
39	Equipment		
40	Other (List Below)		
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	\$577,200.00	\$1,064,700.00
	Special Education:		
46	Salaries and Benefits	\$65,000.00	\$133,250.00
47	Purchased Services - List Vendors Below		
V - SE1	<u>Speech, OT, PT</u>	\$9,000.00	\$18,000.00
V - SE2	<u>Prof. Development</u>	\$5,000.00	\$10,000.00
V - SE3			
V - SE4			
V - SE5			
52	Supplies and Materials	\$6,000.00	\$12,000.00
53	Equipment		
54	Other (List Below)		
55			
56			
57			
58			
59	Total Special Education:	\$85,000.00	\$173,250.00
	Gifted and Talented Program:		
60	Salaries and Benefits	\$0.00	\$0.00
61	Purchased Services - List Vendors Below		
V - GT1	<u>Waiver requested</u>		
V - GT2			
V - GT3			
V - GT4			
V - GT5			
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69			
70			
71			
72			
73	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
75	Purchased Services - List Vendors Below		
76	V - ALE1 <u>Waiver requested</u>		
77	V - ALE2		
78	V - ALE3		
79	V - ALE4		
80	V - ALE5		
81	Supplies and Materials		
82	Equipment		
83	Other (List Below)		
84			
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>

English Language Learner Program:

		<u>\$0.00</u>	<u>\$0.00</u>
88	Salaries and Benefits		
89	Purchased Services - List Vendors Below		
90	V - ELL1 <u>ELL Specialist</u>	<u>\$10,000.00</u>	<u>\$20,000.00</u>
91	V - ELL2		
92	V - ELL3		
93	V - ELL4		
94	V - ELL5		
95	Supplies and Materials	<u>\$1,000.00</u>	<u>\$2,000.00</u>
96	Equipment		
97	Other (List Below)		
98			
99			
100			
101	Total English Language Learner Program:	<u>\$11,000.00</u>	<u>\$22,000.00</u>

Guidance Services:

		<u>\$0.00</u>	<u>\$0.00</u>
102	Salaries and Benefits		
103	Purchased Services - List Vendors Below		
104	V - GS1 <u>Community Provider</u>	<u>\$10,000.00</u>	<u>\$15,000.00</u>
105	V - GS2		
106	V - GS3		
107	V - GS4		
108	V - GS5		
109	Supplies and Materials		
110	Equipment		
111	Other (List Below)		
112			
113			
114			
115	Total Guidance Services:	<u>\$10,000.00</u>	<u>\$15,000.00</u>

		2016-2017 Amount:	2017-2018 Amount:
116	Salaries and Benefits	\$0.00	\$0.00
117	Purchased Services - List Vendors Below		
V - HS1	Community Clinic	\$15,000.00	\$20,000.00
V - HS2			
V - HS3			
V - HS4			
V - HS5			
122	Supplies and Materials	\$500.00	\$1,000.00
123	Equipment		
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:	\$15,500.00	\$21,000.00
130	Salaries and Benefits	\$0.00	\$0.00
131	Purchased Services - List Vendors Below		
V - MS1	Broadband connection	\$5,000.00	\$5,000.00
V - MS2			
V - MS3			
V - MS4			
V - MS5			
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:	\$5,000.00	\$5,000.00
144	Salaries and Benefits	\$0.00	\$0.00
145	Purchased Services - List Vendors Below		
V - FS1	CPA	\$40,000.00	\$60,000.00
V - FS2	Legal Audit	\$10,000.00	\$10,000.00
V - FS3			
V - FS4			
V - FS5			
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153			
154			
155			
156			
157	Total Fiscal Services:	\$50,000.00	\$70,000.00

	Maintenance and Operation:	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 Maintenance/Repairs	<u>\$7,000.00</u>	<u>\$7,000.00</u>
160	V - MO2 Utilities	<u>\$20,000.00</u>	<u>\$20,000.00</u>
161	V - MO3 Disposal/Waste Services	<u>\$4,000.00</u>	<u>\$4,000.00</u>
162	V - MO4 Custodian	<u>\$15,000.00</u>	<u>\$20,000.00</u>
163	V - MO5	<u>\$7,000.00</u>	<u>\$10,000.00</u>
164	Supplies and Materials		
165	Equipment		
	Other (List Below)		
166			
167			
168			
169			
170			
171	Total Maintenance and Operation:	<u>\$53,000.00</u>	<u>\$61,000.00</u>
	Pupil Transportation:		
172	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
173	V - PT1 Monthly Bus Passes (\$350/student)	<u>\$52,500.00</u>	<u>\$105,000.00</u>
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180			
181			
182			
183			
184			
185	Total Pupil Transportation:	<u>\$52,500.00</u>	<u>\$105,000.00</u>
	Food Services:		
186	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
187	V - FD1 Nutrition Director	<u>\$20,000.00</u>	<u>\$40,000.00</u>
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials	<u>\$81,000.00</u>	<u>\$192,000.00</u>
193	Equipment		
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	<u>\$101,000.00</u>	<u>\$232,000.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Salaries and Benefits	<u>\$52,000.00</u>	<u>\$54,600.00</u>
	Purchased Services - List Vendors Below		
201	V - DP1 _____	_____	_____
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	<u>\$4,500.00</u>	<u>\$9,000.00</u>
207	Equipment		
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	<u>\$56,500.00</u>	<u>\$63,600.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
215	V - SB1 Substitute Services _____	<u>\$5,250.00</u>	<u>\$10,500.00</u>
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	<u>\$5,250.00</u>	<u>\$10,500.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	<u>\$48,000.00</u>	<u>\$48,000.00</u>
	Facility Upgrades - List Upgrades Below		
222	_____	_____	_____
223	Windows Installation _____	<u>\$20,000.00</u>	_____
224	Interior Renovations _____	<u>\$20,000.00</u>	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	<u>\$10,000.00</u>	<u>\$10,000.00</u>
230	Content Insurance for One Full Year	<u>\$10,000.00</u>	<u>\$10,000.00</u>
231	Total Facilities:	<u>\$108,000.00</u>	<u>\$68,000.00</u>



GateHouse Media®

Production Work Order

<u>Ad Order Number</u>	<u>Advertiser Account</u>	<u>Pavor Account</u>	<u>Order Source</u>
0000551338	41105	41105	
<u>Sales Rep.</u>	<u>Advertiser Name/Address</u>	<u>Pavor Name/Address</u>	<u>Order Status</u>
ksmith	BIRTHDAY/CELEBRATIONS CASH ACCOUNT GIVE TO ADVERTISING DEPT	BIRTHDAY/CELEBRATIONS CASH ACCOUNT GIVE TO ADVERTISING DEPT	Live
<u>Order Taker</u>	<u>Advertiser Phone</u>	<u>Pavor Phone</u>	<u>Proofs</u>
ksmith	(479) 785-7727	(479) 785-7727	0
<u>Placed By</u>	<u>Advertiser Fax</u>	<u>Pavor Fax</u>	<u>Tear Sheets</u>
Trish Flanagan			0
	<u>Advertiser Email</u>	<u>Pavor Email</u>	

Order Invoice Text

Ad Order Notes

<u>Ad Number</u>	<u>Ad Type</u>			
0000551338-01	S-BRD 6C-22i			
<u>External Ad Number</u>	<u>Production Method</u>			
	New Build			
<u>Pickup</u>	<u>Comments for Production</u>			
	Future School-Public Meeting			
<u>Ad Size</u>	<u>Color</u>			
2 X 4.00				
<u>Product</u>	<u>Placement</u>	<u>Run Date</u>	<u>Schedule Invoice Text</u>	<u>Sort Text</u>
FS-Times Record	Main	06/23/2015	Public Notice-Public Meeting-Future School	PUBLIC NOTICE-PUBLIC MEETING-FUTURE
FS-Times Record	Main	06/30/2015	Public Notice-Public Meeting-Future School	PUBLIC NOTICE-PUBLIC MEETING-FUTURE
FS-Times Record	Main	07/07/2015	Public Notice-Public Meeting-Future School	PUBLIC NOTICE-PUBLIC MEETING-FUTURE
FS-Times Record	Main	07/14/2015	Public Notice-Public Meeting-Future School	PUBLIC NOTICE-PUBLIC MEETING-FUTURE

**** Remember that LATE Ads must be approved by your manager! ****

FOR PRODUCTION DEPT. USE ONLY

Created By: _____

Corrected By: _____

Exported By: _____

Copy Input By: _____

Sales Assistant Check List

_____	Ad Note
_____	Layout
_____	Spelling
_____	Dates/Address/Phone #'s
_____	Overall Instructions Completed
_____	Ad Saved In Correct Folder
_____	Initials



Order Confirmation

GateHouse Media® **Customer**

BIRTHDAY/CELEBRATIONS CASH
Ad Order Number
0000551338
Sales Rep.
ksmith
Order Taker
ksmith
Order Source

Payor Customer

BIRTHDAY/CELEBRATIONS CASH

PO Number

Trish Flanagan

Payor Account

41105

Ordered By

Trish Flanagan

Payor Address

GIVE TO ADVERTISING DEPT
FORT SMITH AR 72902 USA

Customer Fax

Payor Phone

(479) 785-7727

Customer EMail

Tear Sheets

0

Proofs

0

Affidavits

0

Blind Box

Promo Type

Materials

Invoice Text

First / Last run Dates

06 / 23 / 15 07 / 14 / 15

Net Amount

544.00

Tax Amount

.00

Total Amount

544.00 Credit Card

Payment Amount

544.00

Amount Due

.00

Ad Number
0000551338-01

Ad Type
S-BRD 6C-22i

Production Method
New Build

Production Notes
Future School-Public Meeting

External Ad Number

Ad Attributes

Ad Released
No

Pick Up

Ad Size
2 X 4.00

Color

Ad Content

NOTICE OF PUBLIC HEARING-OPEN TO THE PUBLIC

Future School invites high school students, parents, educators and community members to a series of community conversations this summer to discuss our plans to submit an application for an open enrollment public charter high school in Fort Smith. This will be an opportunity to meet with others in our community to share ideas about innovation in education for high school students in Fort Smith.

RSVP & Info: Trish Flanagan @ trish@fsfuture.org

Place: Elm Grove Community Center

Dates: July 9,16, 28

Time: 6-7:30pm

*Refreshments will be provided

.....
Escuela Futura se invite a los alumnos secundarios, los padres, los profesores y miembros de la comunidad a una serie de conversaciones este verano para discutir nuestra aplicación de escuela secundaria publica. Este es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadores de educación secundaria en Fort Smith.

RSVP y Info: Trish Flanagan @ trish@fsfuture.org

Lugar: Elm Grove Community Center

Fechas: July 9,16, 28

Tiempo: 6-7:30pm

*Refrigerios se proveerán

Product

FS-Times Record

Placement

Main

Position

Page 3 Main



Trish Flanagan <trish@nobleimpact.com>

Letter of Intent- Future School

Trish Flanagan <trish@nobleimpact.com>

Mon, Jun 1, 2015 at 2:33 PM

To: "Cindy Hogue (ADE)" <cindy.hogue@arkansas.gov>, ade.charterschools@arkansas.gov

Cc: bgooden@fortsmithschools.org, Zena Featherston <zfeather@fortsmithschools.org>

Dear Ms. Hogue,

I am sending our letter of intent (attached) to apply for an open enrollment public charter school.

Thank you,
Trish Flanagan

--
Trish Flanagan
Noble Impact - Social Entrepreneurship Projects
[314.873.3162](tel:314.873.3162) (US cell)
trish_flanagan (Skype)
nobleimpact.com
trishflanagan.com



[Letter of Intent to Apply for an Open-Enrollment Public Charter School- Future School.pdf](#)
1017K



Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>

To: bgooden@fortsmithschools.org, Zena Featherston <zfeather@fortsmithschools.org>

Mon, Jun 29, 2015 at 8:40 AM

Dear Dr. Gooden,

I hope you are having a restful summer.

I am sending our current overview of the school and the newspaper notice of our community meetings/public hearing. We are also having a meeting this Thursday at the Stephens Boys and Girls Club at 5:30pm for families in the neighborhood, in case anyone from your team would like to join us.

Thank you and have a great day,

Trish

--

Trish Flanagan

Future School

[479.755.4168](#) (o)

[314.873.3162](#) (m)

[trish_flanagan \(Skype\)](#)

[trishflanagan.com](#)

2 attachments

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[Future School Overview- 2 page- June.pdf](#)
307K



Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: steve.rose@lavacaschools.com

Mon, Jun 29, 2015 at 10:17 AM

Dear Mr. Rose,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan
Future School
[479.755.4168](#) (o)
[314.873.3162](#) (m)
[trish_flanagan](#) (Skype)
[trishflanagan.com](#)

2 attachments

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307K



Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: rross@mansfieldtigers.org

Mon, Jun 29, 2015 at 8:47 AM

Dear Mr. Ross,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--
Trish Flanagan

Future School

479.755.4168 (o)

314.873.3162 (m)

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: dwoolly@almasd.net

Mon, Jun 29, 2015 at 8:46 AM

Dear Mr. Woolly,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan
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[trishflanagan.com](#)

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: Superintendent@hartfordschools.org

Sun, Jun 28, 2015 at 5:05 PM

Dear Dr. Schiavino-Narvaez,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan
Future School
[479.755.4168](tel:479.755.4168) (o)
[314.873.3162](tel:314.873.3162) (m)
[trish_flanagan](skype:trish_flanagan) (Skype)
trishflanagan.com

2 attachments

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: mgreene@greenwood.k12.ms.us

Sun, Jun 28, 2015 at 5:17 PM

Dear Dr. Greene,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan
Future School
[479.755.4168](#) (o)
[314.873.3162](#) (m)
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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: bill.pittman@hacketthornets.org

Mon, Jun 29, 2015 at 8:44 AM

Dear Mr. Pittman,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan
Future School
[479.755.4168](#) (o)
[314.873.3162](#) (m)
[trish_flanagan \(Skype\)](#)
[trishflanagan.com](#)

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>

To: Kerry.Schneider@vbsd.us

Sun, Jun 28, 2015 at 5:29 PM

Dear Dr. Schneider,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan

Future School

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Governor: I Can End Test Contract

By John Lyon
ARKANSAS NEWS BUREAU
JLYON@ARKANSASNEWS.COM

LITTLE ROCK — Gov. Asa Hutchinson said Monday he is directing the state Education Department to withdraw from the Partnership for Assessment of Readiness for College and Careers despite a recent vote by the state Board of Education to renew the state's commitment to PARCC.

In a letter to Education Commissioner Johnny Key, Hutchinson said that under the state's memorandum of understanding with PARCC, if the governor is succeeded by another person, the successor "shall affirm in writing to the governor's board chair the state's continued commitment to participate in the consortium and to the binding commitments made by that official's predecessor within five

months of office."

Hutchinson took office Jan. 13, succeeding Mike Beebe, who was prevented by term limits from seeking a third term.

"Since I took office, there has been no action by the governor or the commissioner of education to reaffirm the state's continued commitment and participation in the PARCC consortium," Hutchinson said Monday in his letter. "On the contrary, I have publicly expressed my support for withdrawing from PARCC."

For the first time this spring, Arkansas schools administered standardized tests developed by PARCC and aligned with the Common Core State Standards.



Hutchinson

During this year's legislative session, the House approved a bill by Rep. Mark Lowery, R-Maumelle, to withdraw from PARCC, but the Senate amended the bill, which became law, so that it only prohibited the state from contracting with PARCC for more than a year at a time.

Earlier this month, a task force created by Hutchinson to review Common Core and PARCC recommended that the state not renew its contract with PARCC, which expires June 30, and that it instead seek a contract to administer ACT Aspire tests. Among other things, the task force said ACT Aspire tests can be completed in about half the time that students need to complete the PARCC tests.

The task force has not yet made a recommendation on whether the state should keep Common Core.

Hutchinson accepted the task force's recommendation and asked the Education Board to end the PARCC contract, but on June 11 the board voted 7-1 to renew the contract, rejecting the governor's request. The decision requires legislative approval.

The governor said Monday in his letter, "Based on actions during the regular session, it is clear that legislators want to move away from PARCC."

It should also be noted that the number of other states participating in PARCC has dropped substantially, a trend that could make the prospect of cross-state comparability difficult in the future."

Since 2010, the number of states in the PARCC consortium has dwindled from 26 to 12.

Hutchinson acknowledged that the decision as to what should replace PARCC is not his alone to make.

"In my judgment, ACT and ACT Aspire are the right assessment tools to accomplish the goal of national comparison of student achievement and long-term stability," he said in the letter to Key. "I recognize the role of the state Board of Education in assessment selection and that certain steps are required to make a change. Please coordinate with the state Board of Education to select a new assessment provider."

Jay Barth, who was among the Education Board members who voted to renew the contract with PARCC, said Monday he had not read the language Hutchinson cited from the memorandum of understanding and had not previously been aware of the memorandum. Barth said he would need to look into the matter before commenting.

Crews Hunt For Missing Man

TIMES RECORD STAFF

Authorities are searching for a man they believe has been missing since last week.



Buchanan

S e - b a s t i a n County Emergency Management Director Jeff Turner said the county's S e a r c h and Rescue Unit, along with other local authorities are looking for William Darrell Buchanan of Fort Smith, who was reported missing June 16.

Buchanan is described as a white male with black hair and brown eyes in his early 50s, possibly 51, Turner said. He is about 5 feet, 11 inches tall and weighs about 180 pounds.

He was last seen walking in the Fianna Hills area, Turner said.

Turner said crews are searching the wooded areas near Fianna Hills and the surrounding areas between Arkansas 253 and U.S. 271.

Turner said it was unsure if the man has a history of mental illness or is in need of medication.

A missing persons report was filed with the Fort Smith Police Department, he said, adding he encouraged those with any knowledge about Buchanan to call the police at 709-5116.

INDUCTEES: First Group Honored Formed After Faubus Closed High Schools

CONTINUED FROM PAGE 1A

• Hattie Caraway, the first woman elected to the U.S. Senate.

• Hester Davis, a leader in the development of cultural resources management legislation and programs who blazed a trail for women in archaeology.

• Roberta Fulbright, a former publisher of the Northwest Arkansas Times who championed the University of Arkansas, fought corruption and advocated for women's equality.

The first organization to be inducted is:

• Women's Emergency Committee to Open Our Schools, or WEC, which

was formed in Little Rock in 1958 in response to Gov. Orval Faubus' closing of the city's four public high schools to prevent further desegregation.

A selection committee chose the inductees from 73 nominations submitted by the public. The inductees will be honored in an Aug. 27 ceremony at the Statehouse Convention Center in Little Rock. Ticket information and information about the inductees are available at www.arwomeshalloffame.com.

"It certainly is long overdue that we recognize the extraordinary history of women in Arkansas' history,

its leadership and its problem solving," Hutchinson said during Monday's news conference.

"Whether you look at the incredible history of women in Arkansas from the political arena of Hattie Caraway, our first woman elected in her own right in the United States Senate, to Daisy Bates, the civil rights leader, our entire history of Arkansas is filled with extraordinary women who have provided leadership," he said.

Nan Snow of Little Rock, board president of the Women's Hall of Fame, said the inductees "have made a major impact on the lives

of others and helped elevate the status of women in our state, the nation and, in some cases, around the world."

The organization intends to induct a new group each year. Information about the first inductees will be included in a traveling exhibit, but eventually the organization hopes to establish a fixed location, Snow said.

Snow told reporters Clinton was chosen "on her merit" and not because of her presidential bid. She said Clinton and the other living inductees have been invited to the ceremony but said she had not heard whether

Clinton would attend.

The Women's Hall of Fame began as a partnership between the North Little Rock Chamber of Commerce and Arkansas Business Publishing Group of Little Rock. Terry Hartwick, the chamber's president and CEO, said he got the idea after noticing that Arkansas Business Hall of Fame includes mostly men.

Hartwick said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"

Clinton would attend.

The Women's Hall of Fame began as a partnership between the North Little Rock Chamber of Commerce and Arkansas Business Publishing Group of Little Rock. Terry Hartwick, the chamber's president and CEO, said he got the idea after noticing that Arkansas Business Hall of Fame includes mostly men.

Hartwick said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"

COTTON: Hutchinson Says Confederate Flag 'Part Of History'

CONTINUED FROM PAGE 1A

He also said, "The C o f C C is hardly responsible for the actions of this deranged individual merely because he gleaned accurate information from our website."

On Monday, South Carolina Gov. Nikki Haley called for removal of the Confederate flag, a symbol that Roof has posed with in several photos, from that state's Capitol. The flag's removal would require an act of the South Carolina Legislature.

Hutchinson was asked Monday about his thoughts on the Confederate flag and Arkansas' state flag, which includes a star over the word "Arkansas" that is meant to represent the Confederacy, according to the secretary of state's website.

"It's part of history," Hutchinson said. "It should not be utilized as a symbol for current events. It is history, and obviously we understand that history more deeply in the South than anywhere else."

Hutchinson was on a European economic-development mission when the shooting occurred. On Sunday night, he attended a vigil in North Little Rock for the shooting victims.

"I think what we've got to concentrate on is not the politics of those decisions now, but as we remembered yesterday at the Bethel AME Church, we really remembered the nine families and really celebrated the lives of those that made

a difference every day that lost their life in that tragedy," he said.

Hutchinson said the demonstrations of faith by South Carolinians in a difficult time have been an example for the nation.

"I just hope Arkansas never has such a tragedy that happens here, but I think we've learned a lot from how South Carolina has handled it in terms of forgiveness, in terms of unity, in terms of working together in the community," he said.



Fort Smith School Board member David Hunton votes on an issue Monday night during a board meeting.

PROPOSAL: Board Drafts Nonschool Facility Use Policy

CONTINUED FROM PAGE 1A

The school board backed off that plan in 2014 following opposition from a group of local business men, in addition to a third-party study that predicts Fort Smith schools likely will see little enrollment growth over the next decade.

Led by First National Bank of Fort Smith President Sam Sicard, the group cited concerns of additional costs and "the further division of our community" in a letter to the superintendent. The group's suggested alternative was "expansion and reinvestment in our two existing high schools."

"I guess the push-back we had from certain members of the community put the potential high school on the back burner," Wade said. "But if we do that on a permanent basis, we've got to do something with our existing facilities."

Wade referred to the latest proposal as a "large group of projects that are going to cost significant sums of money."

"In this case if we're going to follow the lead of some of these members of this community to try to expand existing facilities," he said, "we're going to have to have significant financial help from the community by way of a millage increase."

YARD ART: Owner Built Life-Sized Duck Hunter For Client

CONTINUED FROM PAGE 1A

Large pottery planters are also available, and Brett designs customized pieces for clients like a

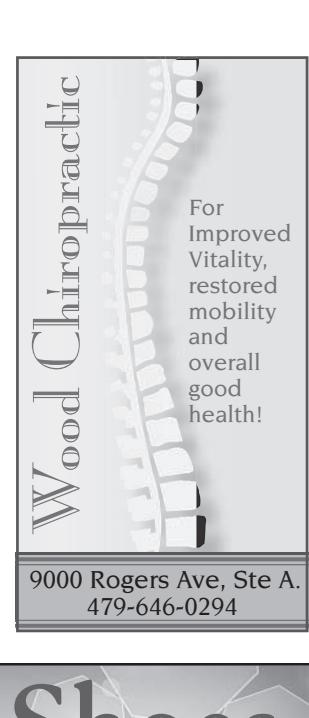
recent one of a life-sized duck hunter with ducks.

The Foote family have been in the metal art business for about 20

years, formerly had a business in Hot Springs called Desert Edge Imports and are in the process of setting up an

other outlet in Ocala, Fla.

Yard Art is located at 6618 U.S. 271 South near Chaser's Bar in Fort Smith.



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RICK'S SHOES

This is what Happy looks like

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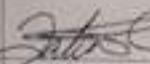
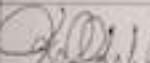
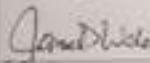
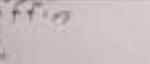
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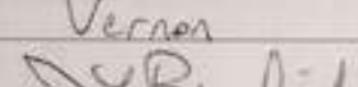
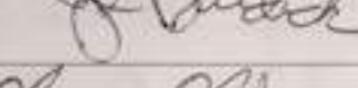
RIK'S SHOES

www.riksshoes.com

Future School
Community Meeting/Public Hearing
July 16, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Tricia Richardson			
Jeanne Carson			
Brankley			
Judy Christa			
Taneka Tate			
Kelly Wilson			
Jim Wescott			
Jasmine Griffin			
Debbie Underwood			

**Future School
Community Meeting/Public Hearing
July 16, 2015**

Print Name	Signature	Email/Phone (optional)
Gordon M. Strauss		
Howard Verner		
		
	Norma Nelson	

Future School
Community Meeting/Public Hearing
July 16, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Britt Humphries	Blumphries		
Rebecca Bingham	Rebecca Bingham		
Path Grasso	Path Grasso		
Randy Jard	Randy Jard		
Susan McFerran	Susan McFerran		
Conley Hall	(Conley Hall)		Retired Teacher
Nichelle Christian	Nichelle Christian		
Rick Danna	Danna		
Steve Clark	Steve Clark		

Future School
Community Meeting/Public Hearing
July 16, 2015

Print Name	Signature	Email/Phone (optional)	Comments
George McGill	George McGill		
Lynn Pachauer	Lynn Pachauer		
Mary Luckie	Mary Luckie		
Dawn Walker	Elaine Walker		
Jennifer Osborn	Jennifer Osborn		
Deanie Melil	Deanie Melil		
Sukhad Grewal	Sukhad Grewal		
Meagan Boutilier	Meagan Boutilier		
Shanna Turney	Shanna Turney		



FUTURE SCHOOL

Future School
Community Meeting/Public Hearing
July 9, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Patti Grasso	Patti Grasso		
Monica Wettner	Monica Wettner		
Therina Covington	Therina Covington		
Lorrie Woodward	Lorrie Woodward		
Monica Tyler			
Keenan Atkins	Keenan Atkins		
Stacey Atkins	Stacey Atkins		
Kelley Simpson			
Jackie flake	Jackie flake		



FUTURE SCHOOL

Future School
Community Meeting/Public Hearing
July 9, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Bill Hanesworth	Bill Hanesworth		
TRISH RICHARDSON	Trish Richardson		
MICHAEL TILLY	MICHAEL TILLY		
Steve Clark	Steve Clark		
San Sicard	San Sicard	L-T-S	
Andy Good	Andy Good		
Charlotte French	Charlotte French		
Chad Plumb	Chad Plumb		
Allison + Par Montijo	Allison + Par Montijo		



FUTURE SCHOOL

**Future School
Community Meeting/Public Hearing
July 9, 2015**

Future School
Community Conversation

Names of Guests

Norma Olsen /

Shelley Villarreal

D. Lays

Kelley Simpson

Moneca Whetman

Cathi Grasso

Gloria Balmer

Elizabeth Stephens -

Gabriela Kinslow -

Future School 2016-2017 Calendar

Semester 1	Date	Activity	Days
August			8
	15-19	Staff Development	
	22	Students start day	
September			21
	5	Labor Day Holiday	
October			20
	28	Staff Development	
November			16
	23-25	Mid-Semester Break	
December			14
	21-31	Mid-Year Break	
Total Semester 1: 79			
Semester 2			
January			17
	1-6	Mid-Year Break	
February			19
	20	MLK Day	
March			17
	20-24	Mid-Semester Break	
	27	Staff Development	
April			19
	21	Spring Day	
May			23
	19	Staff Development	
June			6
Total Semester 2: 101			
Total School Days: 180			

Future School Sample Weekly Student Schedule

Team A		Monday	Tuesday	Wednesday	Thursday	Friday
9:00 AM						
9:30 AM	English			Science	Math	Social Studies
10:00 AM						
10:30 AM						
11:00 AM	Social Studies			English	Science	Math
11:30 AM						
12:00 PM	Lunch			Lunch	Lunch	Lunch
12:30 PM						
1:00 PM	Math			Social Studies	English	Science
1:30 PM				Career Focus	Career Focus	Career Focus
2:00 PM						
2:30 PM						
3:00 PM				Real-World Lab	Real-World Lab	Real-World Lab
3:30 PM						
4:00 PM					Dismissal	Dismissal
4:30 PM	Dismissal					Dismissal

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): WDA Living Trust

Lessee(Tenant): Future School of Fort Smith

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:

Facility is currently unoccupied. It is an event center which was used as a rental space for various events such as music concerts and other community gatherings.

Address of Premises: 12 North 11th St. Fort Smith, Arkansas, 72901

Square Footage: 17,000 sq ft

Terms of Lease: July 1, 2016 to July 1, 2018

Rental Amount: \$4000/mo

Contingency: The terms of this agreement are contingent upon

Future School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Future School of Fort Smith

By: Manager, school owner Date 7/20/16

Lessor: WDA Living Trust

By: John Dan, agent for owner Date 7-20-15

See addendum outlining additional contingencies
Lessor initials JD Lessee initials PD

Addendum to Facilities Usage Agreement

Facilities usage agreement is additionally contingent upon final outcome of conditional use permit process and approval of Future School Board of Directors.

Lessee: eflareyan

Date: 7-20-15

Lessor: JW

Date: 7-20-15

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

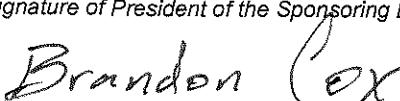
14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors



Date



Printed Name

Name of Individual with Prior Charter Experience EElizabeth Stephens

Position with Proposed Charter Dean of Instruction & Founding Teacher

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
Austin Achieve Public Schools	Dean of Instruction & Founding Teacher	Operating	5908 Manor Road, Austin, TX 78723	http://ritter.tea.state.tx.us/ perfreport/account/2014/ static/summary/campus/ c227825001.pdf

Sample Learning Plan

Future School Learning Plan- Master Copy					
Learning Team					
Student Name:	Sam Rodriguez				
advisor:	Trish Flanagan				
Parent:	Paul Rodriguez				
LTI mentor:	Leena Richards				
Date:	August 20, 2016				
Semester:	Fall 2016				
Real World Competencies	Goals	Resources	Activities	Portfolio	Timeline
	<i>What are my goals for each area this semester? For the year? By graduation? After graduation?</i>	<i>What materials will I need? Who do I need to collaborate with?</i>	<i>How can my core/elective coursework help me reach my goals?</i>	<i>What do I want to make, write, show to demonstrate my progress?</i>	<i>When do I need to accomplish large and small tasks through the semester?</i>
Leadership	To volunteer for a school event like Parent Appreciation night.	Contact organizer, find transportation.	Make a flyer for the event in my Computer Applications I class.	A flyer to distribute to parents and students.	Sept 14- find out when meeting is and put on Google calendar.
Professional Communication	To be comfortable presenting my work to adults.	advisor, small group from internship site	Practice my presentation for my Mentor in Real-World Lab.	10-slide Power Point presentation	Set practice date and final presentation date and put it on Google calendar.
Technological Fluency	To learn how to make a Power Point for my internship.	See professional communication goals.			
Personal Development	To open a bank account.	Transportation to bank, internet	I will take Financial Literacy in the fall.	A bank account	October 15- research types of accounts, December 15- open account with saved money.
Progress Update: August					
Progress Update: September					
Progress Update: October					
Progress Update: November					
Progress Update: December					
Mentor Notes:					
Advisor Notes:					
Parent Notes:					

Sample Internship Planning Document

Internship Plan										
Learning Team										
Student Name:	Sam Rodriguez									
advisor:	Trish Flanagan									
Parent:	Paul Rodriguez									
LTI mentor:	Leena Richards									
Date:	August 20, 2016									
Semester:	Fall 2016									
Description of Internship: This internship will be working with the Stephens' Boys and Girls Club and will last for the fall semester. I will spend a few weeks at the site interviewing students and staff to find out what kind of literacy activities would best benefit the 5 th grade students at the club. Then I will design an afterschool literacy curriculum for 2 hours/week. I will work closely with the tutors at the program and present my final curriculum as my deliverable in November. I hope to be able to continue this internship in the spring and actually implement my curriculum with students.										
Start/End date: September 1- December 15 Time/day at site: Tuesdays from 9-5.										
Deliverables	Work plan, presentation to mentor, student feedback, final 2-month curriculum									
Resources	Learning team, internet, library card, bus pass, computer									
Timeline	August: Explore career interests and skills inventory, discuss possible internship sites with Advisor, apply/interview for internships September: Get work plan approved by mentor, begin interviews and research October: Compile research and design 2-month literacy curriculum November: Present deliverables to mentor, prepare portfolio presentation. December: Present portfolio									
Logistics	How do I plan to travel to/from internship site? Do I have permission slip signed by entire learning team? What is my plan for lunch on internship days? Who is my emergency contact? What do I do if I can't make it to the internship site?									
Progress Update: August										
Progress Update: September										
Progress Update: October										
Progress Update: November										
Progress Update: December										
Mentor Notes:										
Advisor Notes:										
Parent Notes:										

Sample Course of Study (10-12th grades)

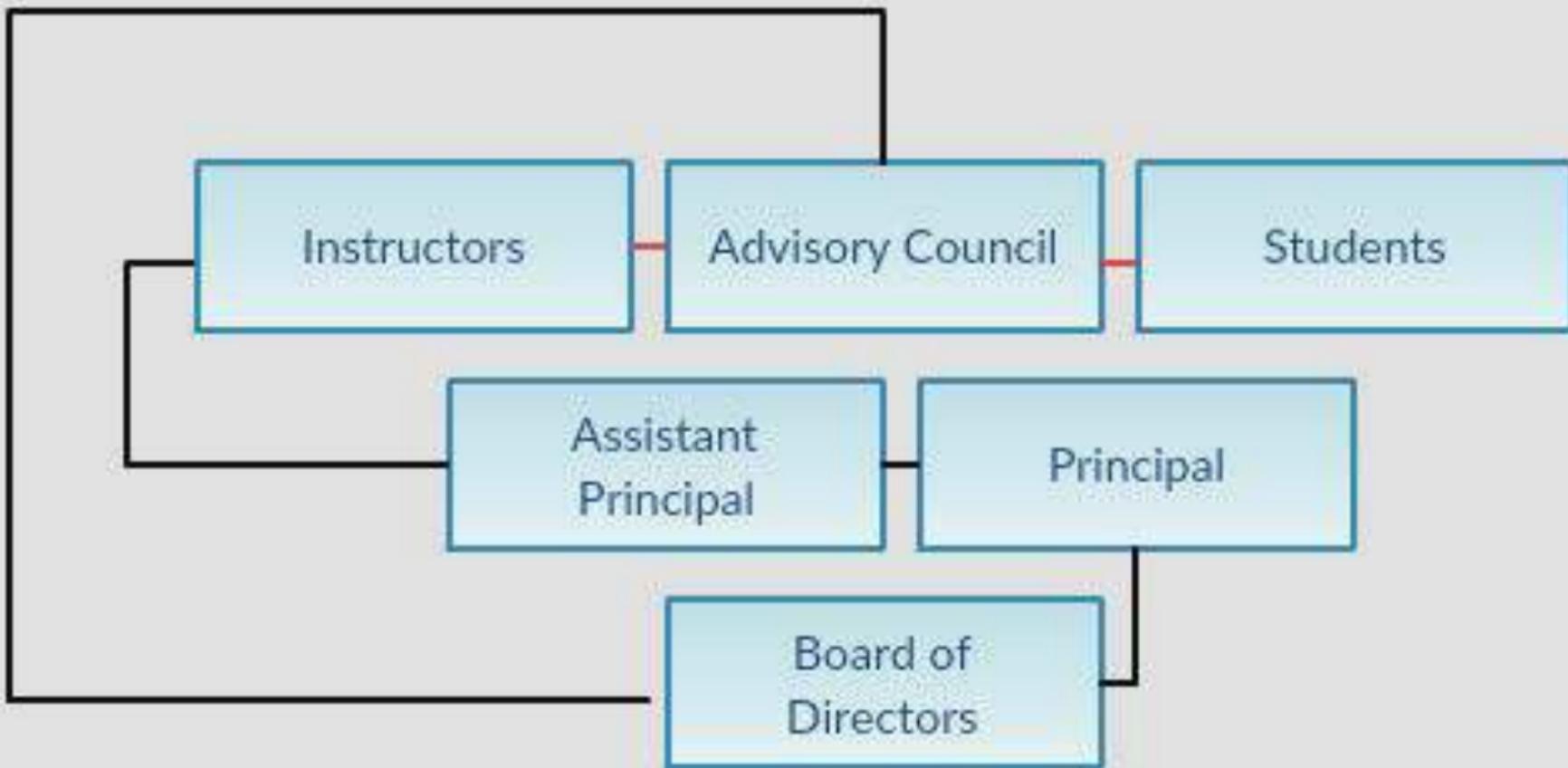
10th Grade	Fall	Spring
Academic (4)		
Math		Geometry
Science		Biology
English		English 10
Social Studies		World History
Real-World Lab (1)	Office Management	Internship
Career Focus (1)	Computer Applications I	Computer Applications II
Total Credits = 6		

11th Grade	Fall	Spring
Academic (4)		
Math		Algebra II
Science		Physics
English		English II
Social Studies		U.S. History
Real-World Lab (1)	Entrepreneurship I	Entrepreneurship II
Career Focus (1)	Spanish I	Spanish II
	Survey of Fine Arts	
Total Credits = 6		

12th Grade	Fall	Spring
Academic (4)		
Math		Statistics
Science		Chemistry
English		English 12
Social Studies	Civics	Economics
Real-World Lab (1)		JAG
Career Focus (1)	Spanish III	Spanish IV
	Intramural Athletics	
Total Credits = 6		

Sample Elective Options

Sample Elective Options				
Career & Technical Education	Business Education	East	Family & Consumer Science	Marketing Education
Workplace Readiness	Computer Applications I	East/Workforce Technology I,II, III	Nutrition & Wellness	Marketing
Job's for America's Graduates	Computer Applications II		Family & Consumer Science	Marketing Management
Internship	Computerized Business Applications		Human Relations	Fashion Merchandising
	Advanced Spreadsheet Applications		Clothing Management	Small Business Operations
	Entrepreneurship I		Food & Nutrition	Sports & Entertainment Marketing
	Entrepreneurship II		Parenting	
	Advanced Database Applications		Orientation to Teaching II	
	Computerized Accounting I		Orientation to Teaching II	
	Computerized Accounting II		Child Development	
	Financial Literacy		Housing & Interior Design	
	Office Management		Financial Literacy	
	Office Education Cooperative			
	Investments & Securities			
	Digital Communications I			
	Digital Communications II			
	Digital Communications III			
	Digital Communications IV			
	Senior Technology Seminar			
	Management			
	Programming I- Java			
	Programming II0 Java			
	AP Computer Science A			



Future School Board Biographies

Brandon Cox

As a son of a retired public school teacher and a father of elementary age twin girls, Brandon is committed and involved in public education. As the president of the Future School Board of directors, Brandon seeks to find and support new innovative styles in educating future generations.

Serving in positions that allowed for technological advancements in regards to the operations side of the business, Brandon Cox worked at USA Truck, Inc., for 13 years. He finished his tenure as the Senior Vice President of Marketing and Sales when the company was approximately \$500 million in sales. He then began his career at Propak Logistics, which provides supply chain solutions that solve labor management, pallet, and reverse logistics needs.

Brandon also reviews and provides analysis on investments for Centuria Ventures, as well as provides assistance for startups when needed. Centuria Ventures is open to funding many different opportunities; however, there is a deeper interest in the early-stage technology, healthcare, and education fields. In addition, Brandon owns a children's retail boutique that operates online as well as a physical storefront in Fort Smith, AR.

Steve Clark

Steve Clark is an entrepreneur and startup investor and advisor. He has been ranked as one of Arkansas' top business innovators. In 1999, Clark founded Propak Corporation, a transportation and supply chain management company that now employs over 1,500 people with operations stretching from California to New York. In the Arkansas business community, he is probably better known for co-founding Rockfish, a globally recognized, award winning digital innovation firm. In 2014, Rockfish was recognized by Hubspot as one of the top ten fastest growing mobile marketing agencies in the U.S.

Most recently, Clark founded Noble Impact, a new education venture in partnership with the University of Arkansas Clinton School of Public Service. This innovative program teaches entrepreneurship and public service to empower the next generation of problem solvers. Clark is actively involved in the Fort Smith community and serves on the boards of the University of Arkansas at Fort Smith Foundation, U.S. Marshall Museum, Fort Smith Chamber of Commerce, and the Central Business Improvement District. Clark received his Bachelor of Science in Business Administration in finance and banking from the Walton College in 1986.

Jason Green

Jason Green is the Vice President of Human Resources for Baldor Electric Company in Fort Smith, Arkansas. He began his career with Baldor in January 2007. Prior to joining Baldor, Jason worked for Hallmark Cards, Inc. in Kansas City, Missouri for 15 years in a variety of Human Resources positions.

Jason is active in his community and serves on several local boards including the Westark Area Council – Boy Scouts of America, the University of Arkansas at Fort Smith Foundation, Sparks Health System and First National Bank. At Baldor, he is a member of the Baldor Electric Company Foundation Board of Directors where a key focus is supporting educational programs and initiatives. He also served on the Immaculate Conception School Board for three years.

Education, training and development are very important to Jason and play a significant role in his personal and professional life. He is committed to education and the development of others and will continue to work hard to ensure our educational systems grows and diversifies in the greater Fort Smith region.

He is a native of Fort Smith and earned a Bachelor's degree in Human Resource Management from the University of Arkansas and a MBA from Washburn University in Topeka, Kansas.

Boyd Logan

After completing his undergraduate degree in Creative Writing at the University of Arkansas, Boyd Logan began his teaching career as a Freshman Composition instructor while pursuing and completing his Masters in English Literature at the University of Arkansas. He then worked as a copywriter at a major catalog publisher before returning to his true love of education as a teacher at Fayetteville High School.

As the Small Learning Community Lead Teacher, Boyd organized their first expo at Fayetteville High School and is currently overseeing collaboration for 30 faculty members and 600 students. He has implemented building wide literacy intervention strategies that significantly improved EOC Literacy Scores for Fayetteville High School, specifically with regards to TAGG groups. He is committed to working with post-secondary planning and placement, internships, externships, community relations, and building authentic learning experiences that extend beyond the school day and building.

Boyd is a National Board Certified Teacher and has presented at national conferences on implementation of educational technology, career academies, and instructional strategies for literacy.

FUTURE SCHOOL

of FORT SMITH



Student Interest

Relevant Skills

Real World Experience



Charter Schools



- Public & Free
- State-approved diploma
- Innovative & adaptable
- Accountable

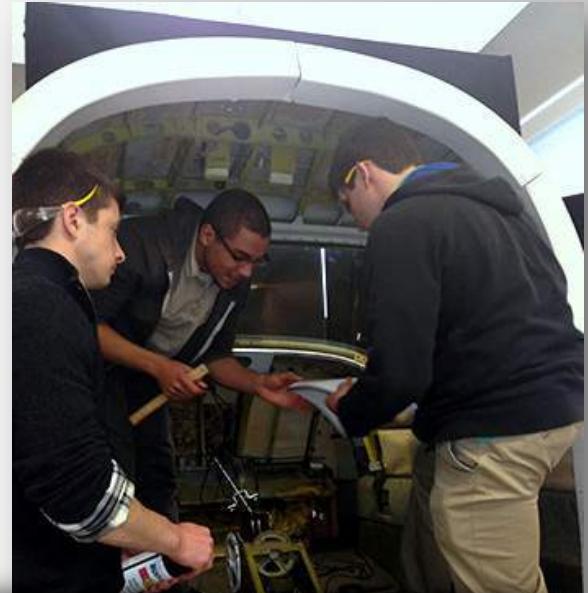
***"I plan to start a company or go
to college or both!"***

Poise and 21st century skills

Full-ride scholarships

Recruited by top companies

Student interests become real
opportunities





3 Pillars

Real World Collaboration

Project- Based Learning

Integrated Technology

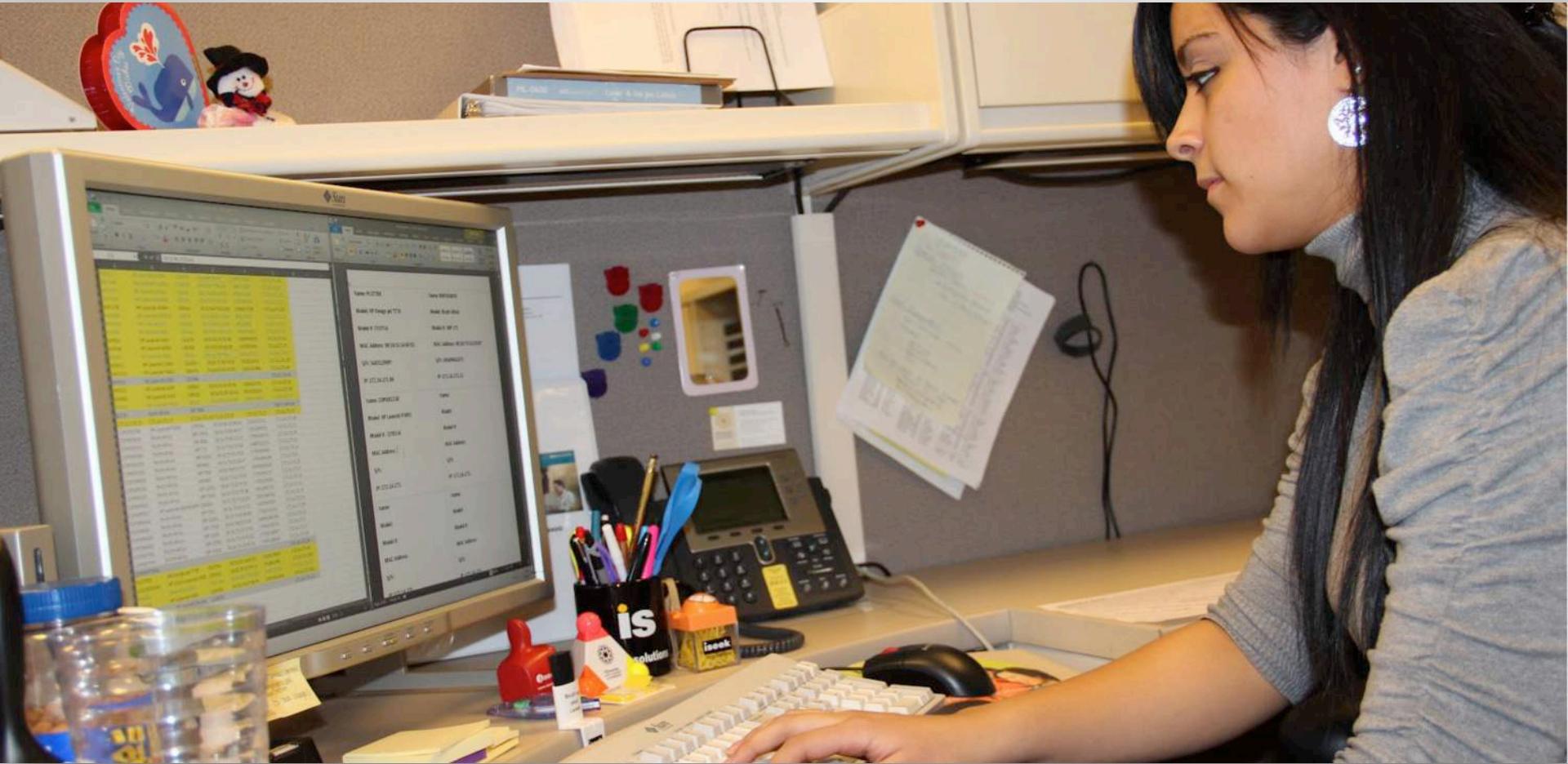


Real World Collaboration

Student Interest

Industry Focused Curriculum

Internships & Mentors



Integrated Technology

1:1 Student Devices

Tools: Google Drive, Schoology, MS Excel, Various Social Media

Skills: On-Line Project Management , Web Design, Cyber Etiquette



Diverse Learning

Student-Led

Project-Based

Instructors are Facilitator & Advisors

TIMELINE

Charter Application

Summer
2015

Charter Approved

Winter
2015

Fall
2016

Spring
2015

Fall
2015

Spring-
Summer
2016

Letter of Intent

Present to Arkansas
Department of
Education

Recruit students

Future School Opens

Innovación en Educación

Escuela Futura se invite a **los alumnos secundarios, los padres, los profesores y miembros de la comunidad** a una serie de conversaciones este verano. Este es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadores de educación secundaria en Fort Smith.

**Donde: Elm Grove Community Center/MLK Park
1901 N. Greenwood Ave
Fort Smith, AR**

Tiempo: 6-7:30pm

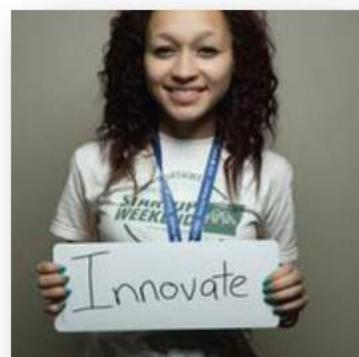
Fechas: Julio 9, 16, 28

S.R.C y Info:

Trish Flanagan

479.755.4168 (cell)

trish@fsfuture.org (email)



***Refrigerios se proveerán**

Innovation in Education

Future School invites **high school students, parents, educators and community members** to a series of community conversations this summer. This will be an opportunity to meet with others in your community to share ideas about innovation in education for high school students in Fort Smith.

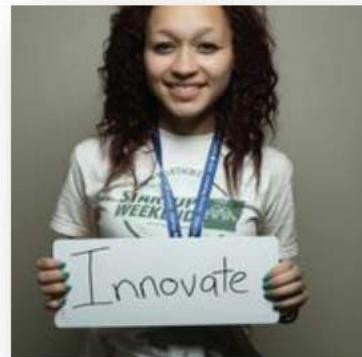
**Place: Elm Grove Community Center/MLK Park
1901 N. Greenwood Ave
Fort Smith, AR**

Time: 6:00-7:30pm

Dates: July 9, 16, 28

RSVP & More Info:

**Trish Flanagan
479.755.4168 (cell)
trish@fsfuture.org(email)**



***Refreshments will be provided**

2014 ESEA DATA

District: FORT SMITH SCHOOL DISTRICT
LEA: 6601000
Address: PO BOX 1948
Address: FORT SMITH, AR 72902
Phone: 479-785-2501

Superintendent: BENNY GOODEN
Enrollment: 14313
Attendance: 95.76
Poverty Rate: 71.72

Report created on: 10/29/2014
% Prof/Adv.
2014 Math + Literacy 74.4
2013 Math + Literacy 76.4
2012 Math + Literacy 77.2

OVERALL DISTRICT STATUS:

NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING			MATHEMATICS		
	LITERACY		Percentage	# Attempted	# Expected	Percentage
ESEA Flexibility Indicators	# Attempted	# Expected				
All Students	7484	7610	98.34	8626	8749	98.59
Targeted Achievement Gap Group	5656	5738	98.57	6573	6662	98.66
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	1012	1036	97.68	1217	1240	98.15
Hispanic	2281	2295	99.39	2635	2648	99.51
White	3529	3613	97.68	3976	4060	97.93
Economically Disadvantaged	5369	5442	98.66	6258	6340	98.71
English Language Learners	1916	1926	99.48	2210	2219	99.59
Students with Disabilities	1048	1083	96.77	1167	1202	97.09

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				GROWTH -LITERACY					# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
	PERFORMANCE -LITERACY			# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage											
All Students	5345	6971	76.67	78.50	91.00	3582	4644	77.13	82.08	93.00				
Targeted Achievement Gap Group	3667	5201	70.51	72.75	91.00	2526	3501	72.15	78.34	93.00				
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL				
All Students	16214	20958	77.36	78.50	91.00	11151	13951	79.93	82.08	93.00				
Targeted Achievement Gap Group	11026	15520	71.04	72.75	91.00	7896	10498	75.21	78.34	93.00				
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO					
African American	624	906	68.87	69.11		412	596	69.13	76.42					
Hispanic	1494	2169	68.88	71.43		1046	1482	70.58	77.85					
White	2703	3259	82.94	84.37		1783	2150	82.93	85.59					
Economically Disadvantaged	3500	4922	71.11	73.19		2419	3347	72.27	78.48					
English Language Learners	1162	1836	63.29	67.80		841	1285	65.45	75.91					
Students with Disabilities	315	970	32.47	45.63		234	541	43.25	54.72					

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				GROWTH -MATHEMATICS					# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
	PERFORMANCE -MATHEMATICS			# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage											
All Students	5778	7981	72.40	80.55	92.00	2771	4802	57.71	76.59	81.00				
Targeted Achievement Gap Group	3968	6005	66.08	75.81	92.00	1844	3606	51.14	72.03	81.00				
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL				
All Students	17995	24063	74.78	80.55	92.00	8755	14118	62.01	76.59	81.00				
Targeted Achievement Gap Group	12329	17863	69.02	75.81	92.00	5978	10612	56.33	72.03	81.00				
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO					
African American	617	1072	57.56	69.55		291	612	47.55	65.52					
Hispanic	1627	2480	65.60	74.63		740	1524	48.56	70.40					
White	2928	3668	79.83	85.82		1459	2234	65.31	82.26					
Economically Disadvantaged	3804	5698	66.76	76.11		1761	3441	51.18	72.27					
English Language Learners	1268	2091	60.64	72.23		574	1319	43.52	68.08					
Students with Disabilities	394	1088	36.21	45.63		165	559	29.52	49.11					

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				2013 SCHOOL GRADUATION RATE					# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL					
	PERFORMANCE -GRADUATION RATE			# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL						
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage																
All Students	796	1030	77.28				77.36						94.00						
Targeted Achievement Gap Group	429	593	72.34				72.67						94.00						
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO		# Actual Graduates	# Expected Graduates	Percentage	2013 AMO		# Actual Graduates	# Expected Graduates	Percentage						
All Students	2213	3052	72.51	77.36					77.36										
Targeted Achievement Gap Group	1186	1809	65.56	72.67					72.67										
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO		# Actual Graduates	# Expected Graduates	Percentage	2013 AMO		# Actual Graduates	# Expected Graduates	Percentage						
African American	93	122	76.23	72.44					72.44										
Hispanic	194	247	78.54	73.14					73.14										
White	397	514	77.24	79.81					79.81										
Economically Disadvantaged	397	553	71.79	72.47					72.47										
English Language Learners	119	154	77.27	71.99					71.99										
Students with Disabilities	81	108	75.00	76.60					76.60										

MATERIALS SUBMITTED IN OPPOSITION

Alexandra Boyd (ADE)

From: Lynn Pevehouse
Sent: Monday, September 28, 2015 7:36 AM
To: Alexandra Boyd (ADE)
Subject: Charter school application for Fort Smith Arkansas

Ms. Boyd,

I attended two meetings this summer for the proposed charter school for Fort Smith, Arkansas. We were asked to sign in, but were not told that this would be used as documentation for community support. I am emphatically and totally opposed to a charter school in general and this charter school in particular. Please remove my name from all documentation showing support for this proposed charter school.

I will also be in attendance at the meetings on October 14 and 15. Do you have an idea which day this proposal will come before the Arkansas State Board of Education?

Thank you,
Lynn Pevehouse

Alexandra Boyd (ADE)

From: Alexandra Boyd (ADE)
Sent: Sunday, August 30, 2015 8:47 AM
To: Alexandra Boyd (ADE)
Subject: Future Schools Charter Initiative in Fort Smith, Ar

Ms. Boyd,

This email is to inform you that my signature on any paperwork submitted by Trish Flanigan for Future Schools does NOT indicate support for the initiative.

I attended several informational meetings and signed in. At no time was I ever told that my signature indicated support. I was led to believe it was simply a record keeping device.

I do NOT support the Future Schools Charter Initiative, and I do NOT want my name associated with it in any way that would indicate that I do.

Thank you for your help in this matter.

Loretta Woodward

Sent from my LG G2, an AT&T 4G LTE smartphone

REDFIELD TRI-COUNTY CHARTER SCHOOL

SUMMARY

Redfield Tri-County Charter School

Sponsoring Entity: **Redfield Tri-County Charter School**

IRS Status: **501(c)(3) Determination Letter**

Grade Levels: **5-12**

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	5-8	200
2017-2018	5-9	250
2018-2019	5-10	300
2019-2020	5-11	350
2020-2021	5-12	400

Address of Proposed Charter: **101 School Street
Redfield, AR 72132**

Mission Statement:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

Information on the School District in Which the Charter Would Be Located

White Hall School District

44.33 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) - Mathematics and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support on Included in the Application

Mikki Stanley and Tyler Seaton Mikki Stanley and Tyler Seaton Insurance Company
Mayor Harmon Carter City of Redfield

Additional Letters of Support Included with Response

Todd Dobbins and Tyler Seaton Redfield Chamber of Commerce
Gary L. Case
Illegible Signatures Redfield Masonic Lodge #700

Petitions of Support Included in the Application

A total of 29 signatures on three pages

Additional Petitions of Support Included with Response

A total of 46 signatures on five additional pages

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C9: STUDENT SERVICES

There does not appear to be funding for computers in the first year of operation.

C12: ENROLLMENT CRITERIA AND PROCEDURES

It remains unclear under what circumstances the charter will exclude a student who has been expelled from another public school.

There is no timeline/schedule for notifying parents of lottery results.

C15: BUSINESS AND BUDGETING PLAN

Specific components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school” were not provided.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Redfield Tri-County Charter School

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- Provide details about Education and Community Heroes (EACH).

Applicant Response:

RTCCS will use EACH to foster student volunteerism and interaction with community members. Parents and teachers will also be encouraged to participate in EACH. EACH will be used to accomplish improvement projects associated with the charter school as well as projects for the communities that our students call home. EACH will be similar to the Parent Teacher Organization that has been available in public schools for decades. EACH will add the additional components of community and students to the mix. The goal will be for students to understand the impact each person can have.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked

both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

Concerns and Additional Questions

- Explain if the Board will always have six members.

Applicant Response:

The RTCCS by-laws state the board shall consist of not less than five and not more than eleven persons. It is possible the numbers of members may change.

C3: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for

whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Innovations that would distinguish the charter from other schools

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Confirm the understanding that comparisons on the ACT Aspire cannot be made until the end of the 2017-2018 school year.
- Explain the inconsistency of goals for charter student performance to meet the performance in literacy and mathematics of students at Fuller Middle School, Sheridan Middle School, and White Hall Middle School when using the performance levels at these three schools to demonstrate a need for the charter.
- Explain why the goal for students to show improvement at a rate at least equal to state growth goals was included on page 15, but not on the goals chart on page 14.
- Explain how achieving state goals for the school as a whole ensures that individual students are “learning and understanding at a pace to keep them on track to graduate from high school” as many students may be performing below grade level.

- Discuss growth expectations for students performing below grade level who need accelerated growth.
- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response:

- Confirm the understanding that comparisons on the ACT Aspire cannot be made until the end of the 2017-2018 school year.

RTCCS understand that the comparisons on the ACT Aspire cannot be made until the end of the 2017-2018 school year.

- Explain the inconsistency of goals for charter student performance to meet the performance in literacy and mathematics of students at Fuller Middle School, Sheridan Middle School, and White Hall Middle School when using the performance levels at these three schools to demonstrate a need for the charter.

RTCCS cannot locate where goals for our students were based on Fuller, Sheridan, or White Hall. Goals listed were to meet or exceed the state goals.

- Explain why the goal for students to show improvement at a rate at least equal to state growth goals was included on page 15, but not on the goals chart on page 14.

It was an oversight by RTCCS not to include the goal for students to show improvement at a rate at least equal to state growth goals in the goals chart on page 14.

- Explain how achieving state goals for the school as a whole ensures that individual students are “learning and understanding at a pace to keep them on track to graduate from high school” as many students may be performing below grade level.

Students achieving or exceeding state goals will be learning and understanding at a pace to keep them on track to graduate from high school. Those students scoring below desired performance levels will require an individualized plan to overcome the gap between where they are and where they need to be. RTCCS goal is for all students to be achieving state goals.

- Discuss growth expectations for students performing below grade level who need accelerated growth to be able to graduate with their cohorts.

Student growth will be a priority for those students who have been performing below grade level. A plan will be put in place to give students individualized assistance. Tutoring in the morning, the use of their study hall period, along with the flex period at the end of the school day may be used to focus on their weaknesses and improve their performance. The ultimate goal for each student will be to perform at grade level and graduate. Growth expectations for each student will vary depending on their scores and their expected graduation date.

- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Students with IEPS will be given appropriate alternative assessments. ADE guidance on alternative assessments can be found <http://www.arkansased.gov/divisions/learning-services/assessment>.

C6: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions

- Revise to provide more math offerings beyond Algebra II in grades 11 through 12 to accommodate students taking Algebra I in 8th grade.
- Confirm that the school will offer the four required Advanced Placement (AP) courses.
- Revise to offer Career and Technical Educational offerings before grade 12, so that students can complete Career Pathways.

Applicant Response:

- Revise to provide more math offerings beyond Algebra II in grades 11 through 12 to accommodate students taking Algebra I in 8th grade.

RTCCS had Pre Cal/Trigonometry listed for Grades 11 and 12 in our application but will also revise the list to include AP Calculus for Grade 12. Revised list of RTCCS Required and Elective Courses is included as an attachment to our responses.

- Confirm that the school will offer the four required Advanced Placement (AP) courses.

RTCCS will offer AP Biology, AP American History, AP Calculus, and AP English Literature and Composition. They are now included in the revised list of RTCCS Required and Elective Courses which is included as an attachment to our responses.

- Revise to offer Career and Technical Educational offerings before grade 12, so that students can complete Career Pathways.

Career and Technical Education offerings have been offered before grade 12 and are now included in the revised list RTCCS Required and Elective Courses which is included as attachment to our responses.

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

Concerns and Additional Questions

- Remove career inventory assessments that will not be available for the 2016-2017 school year and beyond.
- Explain how it will be determined if a new student is to be given a career inventory assessment.
- Specify if CEP is Character Education Partnership instead of Charter Education Partnership.
- Describe specific career resources that are available “throughout the community as well as tri-county area wide.”
- Name the community service organizations that are committed to working with the charter.
- Confirm or correct the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	5-8	200
2017-2018	5-9	250
2018-2019	5-10	300
2019-2020	5-11	350
2020-2021	5-12	400

Applicant Response:

- Remove career inventory assessments that will not be available for the 2016-2017 school year and beyond.

RTCCS would like to remove Plan and ACT Explore from the list of examples of career inventory assessments listed in the application.

- Explain how it will be determined if a new student is to be given a career inventory assessment.

All students will be given a career inventory assessment.

- Specify if CEP is Character Education Partnership instead of Charter Education Partnership.

CEP is Character Education Partnership. RTCCS erroneously listed it as Charter Education Partnership.

- Describe specific career resources that are available “throughout the community as well as tri-county area wide.”

The career resources mentioned in this section referred to the community members in the area that are willing to volunteer their time to share information on their professions. We have had members of the community that are in careers such as veterinarians, dentists, lawyers, and computer programmers that have agreed to speak with our students about their professions.

RTCCS also plans on utilizing resources such as Arkansas Works as the charter school is established to expose our students to a wide variety of employment opportunities.

- Name the community service organizations that are committed to working with the charter.

The Redfield Chamber of Commerce, Silver Streaks, Keep Redfield Middle School, and Masonic Lodge have all worked with RTCCS and will continue to work once the charter is approved.

- Confirm or correct the grade levels and maximum enrollment by year in the following table:

The information listed in the table is correct.

C8: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum

frameworks and the state standards

Fully Responsive

C9: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

- Explain who will counsel students in crisis.
- Since all health needs may not be appropriately scheduled for the same time of day, and crisis situations can develop at any time, explain who will perform tasks required to be performed by a licensed professional when the part-time nurse is not on campus.
- Explain how four computers for 200 students in Year 1 and 29 computers in Year 2 will meet the needs of the students.
- Describe the qualifications required for the staff member who will oversee the English Language Learners (ELL) program.
- Describe the qualifications required for the consultant contracted to provide services to Gifted and Talented (G/T) students.
- Address how G/T services, or the consultant for these services, will be afforded.

Applicant Response:

- Explain who will counsel students in crisis.

Applicant Response:

Students in crisis will be counseled by the full time counselor that will be hired.

- Since all health needs may not be appropriately scheduled for the same time of day, and crisis situations can develop at any time, explain who will perform tasks required to be performed by a licensed professional when the part-time nurse is not on campus.

Applicant Response:

The performance work statement for the health services will be written to ensure the licensed professional will be available multiple times per day when necessary to perform those tasks which must be accomplished by a licensed professional. The performance work statement will have to be written in such a way to be flexible to address the needs of any students that are added throughout the school year. This may require the health care professional to be at the charter school multiple times per day. Crisis situations will be handled by calling 911 if the charter staff deem the situation an emergency. The city of Redfield also has a volunteer Emergency Rescue group that will respond and provide care until an ambulance arrives. Non-crisis situations will be handled primarily by the Administrative Assistant. The Administrative Assistant and other interested staff members will attend an Adult and Pediatric First Aid/CPR/AED course. The course will cover a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, head, neck, back injuries, heat and cold emergencies and how to respond to breathing and cardiac emergencies to help victims of any age.

- Explain how four computers for 200 students in Year 1 and 29 computers in Year 2 will meet the needs of the students.

Applicant Response:

The media center will have at least four (4) computers for the students to use. As stated in section 9C on page 20 of the RTCCS application there will also be a computer lab area with a minimum of twenty-five (25) computers. The lab area will be used for computer and keyboarding classes as well as for completing online assessments when necessary. RTCCS also has enough computers to put one in each classroom and in the office areas for the principal, administrative assistant, nurse, and counselor. The money allocated in year two will begin a technical refresh cycle for the computers and allow the introduction of IPADs/tablets into our educational environment.

- Describe the qualifications required for the staff member who will oversee the English Language Learners (ELL) program.

Applicant Response:

The qualifications required for the staff member who will oversee the English Language Learners (ELL) program are defined in the ADE English as a Second Language (ESL) Licensure Endorsement Grades K-12 (areas 247) Additional Licensure Plan. These requirements can be found on the ADE website using the following URL:

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Revised%20ALPs/ESL_Rev_May_2015.pdf

The educator overseeing the ELL program will have three (3) years to complete licensure requirements and must make adequate yearly progress as specified in the Rules Governing Educator Licensure if they do not meet the requirements when they begin to oversee the ELL program.

- Describe the qualifications required for the consultant contracted to provide services to Gifted and Talented (G/T) students.

Applicant Response:

The consultant contracted to provide services to Gifted and Talented (G/T) students must meet the qualifications as defined in the G/T Licensure Requirements. These requirements can be found on the ADE website using the following URL:

http://www.arkansased.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf

- Address how G/T services, or the consultant for these services, will be afforded.

Applicant Response:

RTCCS has budgeted \$20,000 for the G/T consultant services. The performance work statement will specify that the consultant will be available via phone/email to address any concerns or questions teachers may have that need to be resolved or answered before the next on-site consultant visit. The consultant will mentor the teachers so G/T students' educational experience will be enriched in the classroom. The consultant will also interact with the G/T students on a regular basis to enrich their educational experience and to ensure their G/T needs are being met.

Remaining issue: There does not appear to be funding for computers in the first year of operation.

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Partially Responsive

Concerns and Additional Questions

- Explain under what circumstances the charter will exclude a student who has been expelled from another public school.
- Describe the timeline for enrolling, the date of the lottery, and the process for notifying

parents about each child's selection or order on the waiting list.

Applicant Response:

- Explain under what circumstances the charter will exclude a student who has been expelled from another public school.

Applicant Response:

RTCCS based this statement on AR Code 6-23-306. In item 6 (C) it states that an open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title.

- Describe the timeline for enrolling, the date of the lottery, and the process for notifying parents about each child's selection or order on the waiting list.

Applicant Response:

For the first year of operation, recruitment will start as soon as authorization is received. Applications will be accepted through mid to late March. The lottery will be held in April. RTCCS will notify parents utilizing email, phone, and/or street address information from the application form they submitted for the student.

Remaining issues: It remains unclear under what circumstances the charter will exclude a student who has been expelled from another public school.

There is no timeline/schedule for notifying parents of lottery results.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key

personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Explain how the addition of 50 students in year two will support four more FTEs (two teachers and two aides).

Applicant Response:

The addition of 50 students results in \$332,300 in revenue from State Funding. The salaries for the 4 FTEs referenced in the question total \$117,100 plus adding in the cost of fringe benefits at .3 results in total cost of \$152,230. This leaves \$180,070 to fund items such as textbooks, desks, and food contract. The cost of the other items covered in the budget did not exceed the funds available and the budget resulted in a Net Revenue vs Expenditure of \$136,697.50.

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students

- than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Partially Responsive

Concerns and Additional Questions

- Specify the components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school.”
- Provide documentation that the private donation of the \$85,000 gift has been awarded.
- Confirm an understanding that “working with the ADE to restructure classes and staffing” could mean deferring opening to amend the application.

Applicant Response:

- Specify the components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school.”

Applicant Response:

The contingency plan will specify the budgeted items that can be reduced or eliminated until the target number of students are enrolled. It will contain different scenarios that cover specific actions to be taken under certain conditions (e.g. if 80% of target students have enrolled). The actions taken for the different scenarios may contain items such as increased manpower on recruitment or hold open house at the school to get the word out about the charter and its enrollment process. The contingency plan would identify who would be on the team responsible for each action item and it would identify the leader of the team.

- Provide documentation that the private donation of the \$85,000 gift has been awarded.

Applicant Response:

Letter indicating RTCCS will receive the private donation upon approval of the Charter Authorization Panel has been included as an attachment to our responses.

- Confirm an understanding that “working with the ADE to restructure classes and staffing” could mean deferring opening to amend the application.

Applicant Response:

RTCCS understands if we have to proceed with the worst case scenario of 58 students it could result in deferring the opening to amend our application.

Remaining issue: Specific components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school” were not provided.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

Concerns and Additional Questions

- Explain how the audit can be completed on or before June 30, if that is the date of closing for the financial year.

Applicant Response:

RTCCS was confused by the wording of 6-23-505 (2014) where it states “An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 of each year in accordance with generally accepted auditing procedures and containing any other data as determined by the State Board of Education for all public schools”. RTCCS erred in stating on or before June 30. The audit would be of the financial condition of the charter at the end of the fiscal year (June 30). The audit will be done in accordance with the ADE Rules Governing Publicly Funded Education Institution Audit Requirements.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school

Fully Responsive

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Concerns and Additional Questions

- Specify if CEP is Character Education Partnership instead of Charter Education Partnership.

Applicant Response:

CEP is Character Education Partnership. RTCCS erroneously listed it as Charter Education Partnership.

C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public

- schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

C24: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.



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September 9, 2015

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will donate \$85,000.00 and make arrangements for The University of Arkansas at Fayetteville to donate the books which will be needed for the student's media center to Redfield Tri-County Charter School.

I have pledged the same donation of \$85,000.00 for the second year of operation.

Additionally, I have contacted the Walton Family Foundation and confirmed that Redfield Tri-County Charter School will qualify to receive a start-up grant in the amount of \$250,000.00.

I will also assist with obtaining future donations and grant funding for the school.

Sincerely,

Ken Shollmier

RTCCS Required and Elective Courses

5th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Physical Education & Health and Safety (Rotation)
Fine Arts/Music/Tools for Learning (Rotation)

6th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Physical Education & Health and Safety (Rotation)
Fine Art/Music/Tools for Learning (Rotation)

7th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Fine Arts/Music/Tools for Learning (Rotation)

7th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall

8th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies (with ½ unit of Arkansas history)
Fine Arts/Music/Tools For Learning (Rotation)
Career Education

8th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall
Algebra I (Grades 8-9)

9th Grade Required Courses

Mathematics
Physical Science
Language Arts I
Civics/Economics
½ Unit of Health/1/2 Unit Oral Communications
Physical Education

9th Grade Elective Courses

Study Hall
Basketball/Cheerleading
Computer Business Applications (Grades 9-12)
Algebra I (Grades 8-9)
Geometry (Grades 9-10)

10th Grade Required Courses

Mathematics
Biology
Language Arts II
World History

10th Grade Elective Courses

Computer Business Applications I (Grades 9-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Spanish I (Grades 9-11)
Spanish II (Grades 10-12)
Basketball/Cheerleading
Study Hall
Sociology (Grades 10-12)
Psychology (Grades 10-12)
Algebra II (Grades 10-11)
Geometry (Grades 9-10)

<u>11th Grade Required Courses</u>	<u>11th Grade Elective Courses</u>
Mathematics	Study Hall
Chemistry	Spanish I (Grades 9-11)
Language Arts III	Spanish II (Grades 10-12)
American History	Basketball/Cheerleading
	Journalism (Grades 10-12)
	Computer Business Applications (Grades 9-12)
	Essentials of Computer Programming (Grades 11-12)
	Vocal Music I (Grades 9-12)
	Algebra II (Grades 10-11)
	Pre Cal/Trigonometry (Grades 11-12)
	Art I (Grades 9-12)
	Drama (Grades 9-12)
	Advanced Art I (Grades 10-12)
	AP Biology (Grades 11-12)
	AP American History (Grades 11-12)
	Medical Terminology I (Grades 11-12)
	Computer Web Design I (Grades 11-12)

<u>12th Grade Required Courses</u>	<u>12th Grade Elective Courses</u>
Mathematics	Study Hall
Language Arts IV	Spanish II (Grades 10-12)
	Basketball/Cheerleading
	Journalism (Grades 10-12)
	Computer Business Applications (Grades 9-12)
	Essentials of Computer Programming (Grades 11-12)
	Vocal Music I (Grades 9-12)
	Pre Cal/Trigonometry (Grades 11-12)
	Art I (Grades 9-12)
	Drama (Grades 9-12)
	Advanced Art (Grades 10-12)
	AP Biology (Grades 11-12)
	AP American History (Grades 11-12)
	Medical Terminology I (Grade 11-12)
	Human Anatomy & Physiology (Grade 12)
	Computer Science and Mathematics (Grade 12)
	Computer Web Design I (Grades 11-12)
	Instrumental Music (Grades 9-12)
	College Algebra (Grade 12)
	Physics (Grade 12)
	AP Calculus (Grade 12)
	AP English Literature and Composition (Grade 12)

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
---------------	------------------------------	--------------	-----------

Donna Robbeice	
Ron Gray	
Valarie Foster	
D'Lane Kight	
Michelle Ferguson	
Allison Turner	
Hannah Cates	
Ron Gray	
Sandra Gray	

Donna Robbeice
Ron Gray
Valarie Foster
D'Lane Kight
Michelle Ferguson
Allison Turner
Hannah Cates
Ron Gray
Sandra Gray

Redfield Tri-County Charter School

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Name PRINT	City /County of Residence	Phone Number	Signature
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Rheanna Bowers	
Michael Caudell	
Alicia Metcalf	
Mandy Tucker	
Kathy Berry	
Guy Walker	
Dan Tibort	
Cindy Mates	
Weldell Pe	
Donay	

Rheanna Bowers
michael Caudell
Alicia Metcalf
Mandy Tucker
Kathy Berry
Sympathetic
✓
Donay

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
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Elizabeth Tack-Rae
Tavia Chatwood
Sandra Lepp
Jonathan Cobbs
Gloria Wilson
Brooke Wilson
Lary Faye
Amanda Right
Christy Walls

Elizabeth Tack-Rae
Tavia Chatwood
Sandra Lepp
Jonathan Cobbs
Gloria Wilson
Brooke Wilson
Lary Faye
Amanda Right
Christy Walls

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
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Allison Beasley	
Tyler Seaton	
CARL FARR	
Jane Marsh	
Dary Case	
Jill Isakson	
Rina Roscoe	
Brigit Denham	
Mar'Quii McLemore	
Clementrice Chatman	

Allison Beasley
Tyler Seaton
CARL FARR
Jane Marsh
Dary Case
Jill Isakson
Rina Roscoe
Brigit Denham
Mar'Quii McLemore
Clementrice Chatman

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Name PRINT	City /County of Residence	Phone Number	Signature
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Tyler Seaton
Larry Williams
Victor Williams
Sander Williams
TOBY COW
Taylor Oates
michael caudell
Mark Kalkbrenner
Jeremy Stuart

KSA
Erwin
Kathy Williams
Sander Williams
Dylan
Taylor Oates
michael caudell
MICHAEL
Jeremy Stuart

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
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Tommy McKenley
Ashley Donatelli
Mark Wilson
Charles Clark
Judy Clark
Stephen Ply
Barbara Sanders
Keith Kennedy
Diana Badowan

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Ashley Donatelli
Mark Wilson
Charles Clark
Judy Clark
Stephen Ply
Barbara Sanders
Keith Kennedy
Diana Badowan

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
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Christin Bayrd		
Julia Graham		
Melinda Hicks		
Christina Henry		
KEITH HICKS		
Fredia McKiver		
Robert McKiver		
Shelby Cain		
Payne Bass		

Christin Bayrd	
Julia Graham	
Melinda Hicks	
Christina Henry	
KEITH HICKS	
Fredia McKiver	
Robert McKiver	
Shelby Cain	
202 Ralston	300

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
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Gordon Bennett
Jesca Bellin
Sands Payton
Richard Saccier
James Schull
Christie O'Callaghan
Kaitlyn O'Callaghan
Gerald Warthen
Linzie Light
Aaron Burdine

Gordon Bennett
Jan
Sands Payton
Richard Saccier, Sr.
James Schull
Christie O'Callaghan
Kaitlyn O'Callaghan
Gerald Warthen
Linzie Light
Aaron Burdine

REDFIELD

...WHERE THE SOUTH BEGINS

Dane Fults
Recorder/Treasurer
redfieldcity@yahoo.com

Harmon Carter
Mayor
redfield72132@gmail.com

July 22, 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As the Mayor of Redfield, I believe it is important for families in Redfield and the surrounding communities to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. Students, parents, and communities are greatly benefited whenever choice is involved in education. I feel that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,



Harmon Carter
Mayor



P.O. Box 13, Redfield, AR 72132

Website: www.redfieldchamber.com E-mail: redfieldchamber@gmail.com

To Whom It May Concern:

The Redfield Chamber of Commerce writes this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment.

As the Chamber of Commerce, we believe it is important for families to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. It is our belief that RTCCS will be able to change the lives of the students attending the charter. It is our hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Thank you for your time,



Todd Dobbins

President



Tyler Seaton

Board Member

July 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As a business leader in the area, I believe it is important for families to have quality educational choices. RTCCS will provide the families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet that choice. It is my belief RTCCS will be able to change the lives of the students attending the charter. It is my hope the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education they do not currently have.

Sincerely,

Darry J. Case
7-22-2015

July 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As a business leader in the area, I believe it is important for families to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. It is my belief that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,

A handwritten signature in black ink, appearing to read "Mikki Stanley Tyler Seaton". The signature is fluid and cursive, with "Mikki Stanley" on the left and "Tyler Seaton" on the right, connected by a flourish.

Mikki Stanley/ Tyler Seaton

Mikki Stanley and Tyler Seaton Insurance Agency

Redfield Lodge # 700



23 June 2015

To whom it may concern, Greetings.

The Brethren of Redfield Masonic Lodge #700 would like to inform you that we support the committee in its pursuit of obtaining a charter school in Redfield, AR.

Redfield Lodge has been an institution in Redfield for over 100 years. Most of its members over the years have either attended school in Redfield, had family attend school here, or have worked for the school. To see the town lose its school a few years ago was devastating. The Lodge has supported the previous school's fundraisers and events, and would be willing to work with the new charter school in whatever capacity requested. It is our desire that Redfield grow and be successful, and having a school here would only help to make that possible. Without a school, people and businesses would be less willing to come.

If we can help in any way, please feel free to contact us.

Thank you for your consideration into this matter.



A handwritten signature in black ink, appearing to read "John J. ...".

Worshipful Master

A handwritten signature in black ink, appearing to read "H. M. Kell".

Secretary

Redfield Lodge #700, PO Box 233, Redfield, AR 72132.



Shollmier & Company, Inc.

Corporate Office:

P.O. Box 23683
New Orleans, LA 70183
Ph: (504) 734-8633
Fax: (504) 733-3882

P.O. Box 191007
Little Rock, AR 72219
Ph: (501) 565-9000
Fax: (501) 565-9002

440A Jean Mary Ave.
Springdale, AR 72762
Ph: (479) 361-1600
Fax: (479) 361-1601

September 9, 2015

Ken Shollmier
Shollmier Family Limited Partnership
13925 Beau Vue Dr.
Little Rock, AR 72223

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Although a decision has not been made by the RTCCS Board of Directors to change the location of the school, it is my intent to offer RTCCS facility space in Redfield that could eliminate the set up cost of portable classrooms, paving, and utility installation.

Sincerely,

Ken Shollmier

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

**Redfield Tri-County Charter School
Waivers Requested in Original Application
2015 Open-Enrollment Application**

1. School Year/School Day

ARK. CODE ANN. § 6-10-106: Uniform Dates for Beginning and End of School Year

RTCCS would like to have the flexibility to determine the beginning and ending date based on the educational needs of our students. We will comply with ACA 6-10-106(a)(1)(A) the first year of operations but may deviate starting in our second year of operation.

Legal Comments: The applicant should explain what this means. Is it certain that there will be different dates for beginning and end of the school year starting with the 2017-18 school year, and if so, what will those dates be? Will those beginning and end dates then continue for subsequent school years? Please clarify.

Applicant Response:

RTCCS is seeking this waiver to afford the opportunity of setting the beginning and ending dates of our school year based on the needs of our students. During the first year of operation we will comply with ACA 6-10-106. Once our students are enrolled and school is in session, we will begin to know their strengths and weaknesses. We made need to alter our beginning and ending dates of future school year to allow more time to work on their weaknesses. We will not know if this is necessary for out years until we have the opportunity to get to know our students. The altered beginning and end dates may continue in subsequent school years depending on the performance of students on state mandated test(s) that indicate their progress.

ARK. CODE ANN. § 6-10-108: Student/Teacher Interaction Sections 10.0.1.1 and 10.0.1.2 of ADE Rules Governing Standards for Accreditation

RTCCS has an extended school day and may accomplish the required student/teacher interaction time in less than 178 days. RTCCS is requesting this waiver to allow the flexibility needed to meet instructional requirements and to be fiscally responsible. The first year of operation will be 178 days of interaction, but following years may be adjusted to best serve the students.

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Legal Comments: The applicant should explain what this means. Explain under what circumstances the number of days will be shortened. What will be the minimum number of days required in any one year? Applicant seeks a waiver of 10.0.1.1 of the Standards of Accreditation; confirm that applicant means to seek a waiver of 10.01.1 and 10.01.2 because there is not a section 10.1.1.1 or 10.0.1.2.

Applicant Response:

RTCCS was requesting a waiver for the 178 days of interaction requirement in case the extended school day RTCCS is implementing results in the students' performance improving to meet state goals. In this event, RTCCS could alter the number of days it is in session to be fiscally responsible. RTCCS school day averages no less than 7 hours of instructional time. A school day that averages 6 hours per day results in 1068 hours of instructional time in 178 days. RTCCS will be providing 1246 hours of instructional time in 178 days. We are seeking the flexibility to reduce the number of days if our students' performance improves. Based on the number of hours in an RTCCS school day, RTCCS could be in session as little as 153 days a year and still provide the minimum of 1068 hours of instruction specified in ADE Rules Governing Standards for Accreditation Section 10.01.4. An occasional day off as a reward for increased performance would be a great reward for students and teachers plus it would help RTCCS control cost by eliminating cost such as transportation on those bonus reward days out of school. Based on legal comments, RTCCS should have listed section 10.01.1 and 10.01.2 in the waiver request.

Remaining issues: In response to these two waiver requests appear inconsistent. In response to legal comments about the waiver requests, the applicant requests the ability to hold school for as few as 153 days per year with an extended day. It is stated that 153 days would have students receiving the same number of instructional hours as attending for 178 days and receiving six hours of instruction per day, and school days will be reduced "in case the extended school day [applicant] is implementing results in the students' performance improving to meet state goals." Clarify.

2. Superintendent

ARK. CODE ANN. § 6-13-109

Section 15.01 of ADE Rules Governing Standards for Accreditation

RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standards for Accreditation. This request, along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a

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superintendent of an open enrollment charter school.

Legal Comments: None

3. School Boards

ARK. CODE ANN. § 6-13-601 et seq., except for Section 6-13-622

RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws. RTCCS meetings will be held in accordance with RTCCS Bylaws.

Legal Comments: Please specify how meetings will be held and how they will be called.

Applicant Response:

RTCCS has a regularly scheduled meeting on the third Monday of the month from September through June. Meeting notices are emailed and texted to the board members.

Remaining issues: None.

4. Site-Based Decision Making Policy

ARK. CODE ANN. § 6-13-1303: Adoption of Policy

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).

Legal Comments: Because there is no “Section G” on the following page, please confirm that you are referring to RTCCS’s request for teacher licensure waivers set forth in section six.

Applicant Response:

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The reference to Section “G” was mistakenly included. RTCCS is referring to its request for teacher licensure waivers and the intent is for staff members to vote whether they are certified or classified.

Remaining issues: None.

5. School Elections

ARK. CODE ANN. § 6-14-101 et seq.: School Elections

RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.

Legal Comments: None

6. Licensure

ARK. CODE ANN. § 6-15-1004: Qualified Teachers in Every Public School Classroom

**Section 15.02 and 15.03 of ADE Rules Governing Standards for Accreditation
ADE Rules Governing Educator Licensure**

RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None

ARK. CODE ANN. § 6-17-919: Warrants Void Without Valid Certificate and Contract

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001) on an “at-will” basis.

Legal Comments: None

ARK. CODE ANN. § 6-17-301: Employment of Certified Personnel

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will

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employ all employees on an “at-will” basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.

Legal Comments: None

ARK. CODE ANN. § 6-17-302: Public school Principals - Qualifications and Responsibilities

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.

Legal Comments: None

ARK. CODE ANN. § 6-17-309: Certification – Waiver

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None

Subtitle 2, Chapter 17, Subchapter 4: Certification Generally ADE Rules Governing the Superintendent Mentoring Program

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

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Legal Comments: None

ARK. CODE ANN. § 6-17-902: Definitions

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None

ARK. CODE ANN. § 6-17-802: Twelve-Month Contracts for Vocational Agricultural Teachers

RTCCS seeks exemption from this portion of the Education Code.

Legal Comments: None

7. ALE

ARK. CODE ANN. § 6-15-1005(b)(5)

ARK. CODE ANN. § 6-18-503(a)(1)(C)(i)

Section 19.03 of the ADE Rules Governing the Standards for Accreditation.

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.

Legal Comments: None

ARK. CODE ANN. § 6-48-101 et seq.

Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to

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minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.

Legal Comments: None

8. Personnel

ARK. CODE ANN. § 6-17-114: Daily Planning Period

ARK. CODE ANN. § 6-17-111 “Duty-free-lunch”

RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.

Legal Comments: None

ARK. CODE ANN. § 6-17-117: Non-instructional Duties

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.

Legal Comments: None

ARK. CODE ANN. § 6-17-203 Committee for Each School District

RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.

Legal Comments: None

ARK. CODE ANN. § 6-17-908: Teachers' Salary Fund

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RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors.

Legal Comments: None

**ARK. CODE ANN. § 6-17-1301 et seq.: Teachers' [sic] Minimum Sick Leave Law
(withdrawn)**

RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle2, Chapter 17, Subchapter 13, Section 6-17-1302.

Legal Comments: The applicant should clarify the waiver it seeks. Ark. Code Ann. § 6-17-1301 *et seq.* does not apply to licensed teachers. (See definition of "school employee" in Ark. Code Ann. § 6-17-1302(3)).

Applicant Response:

RTCCS did not intend to leave this in our requests for waivers. Please exclude it.

Remaining issues: None.

ARK. CODE ANN. § 6-17-1501 et seq.: Teacher Fair Dismissal Act

RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.

Legal Comments: None

ARK. CODE ANN. § 6-17-1701 et seq. Public School Employee Fair Hearing Act

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an "at-will" basis. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of

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Information provided by Applicant is in *italics*.

Directors.

Legal Comments: Please confirm that this waiver request applies only to classified employees.

Applicant Response:

RTCCS confirms this waiver request applies only to classified employees.

Remaining issues: None.

ARK. CODE ANN. §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403: Salaries

RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.

ARK. CODE ANN. § 6-17-2201 et seq.: Classified School Employee Minimum Salary Act

RTCCS seeks exemption from this portion of the Education Code, along with Sections 5 and 8 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver “X” immediately below.

Legal Comments: Because there is no “Waiver ‘X’” below, please clarify to which waiver request(s) applicant is referring.

Applicant Response:

RTCCS should have removed the reference to Waiver X. RTCCS intent is to request a waiver from the applicable ACA and any ADE Rules pertaining to salary to allow RTCCS the flexibility to develop its own personnel policies and compensation schedules for its employees. RTCCS believes this should include ACA §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403: Salaries , ACA § 6-17-2201 et seq.: Classified School Employee Minimum Salary Act, with Sections 5, 6, 7, and 8 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites and possibly ACA § 6-17-807.

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Remaining issues: None.

ARK. CODE ANN. § 6-17-2301 et seq.: Personnel Policy Law for Classified Employees

RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Legal Comments: None

ARK. CODE ANN. § 6-17-2401 et seq.: Teacher Compensation Program of 2003

ARK. CODE ANN. § 6-17-201(a): Personnel Policy Requirements

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.

Legal Comments: None

9. Guidance Counseling

ARK. CODE ANN. § 6-18-1001 et seq.

Section 3.01.1 of the ADE Rules Governing Standards for Accreditation

ADE Rules Governing Public School Student Services

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.

Legal Comments: None

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

10. Transportation

Subtitle 2, Chapter 19: Transportation

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.

Legal Comments: None

11. Leased Facilities

ARK. CODE ANN. § 6-21-117: Leased Academic Facilities

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Legal Comments: None

12. Gifted and Talented

ARK. CODE ANN. § 6-42-109

ARK. CODE ANN. § 6-20-2208 (c)(6)

Section 18.0 ADE Rules Governing Standards for Accreditation

ADE Rules Governing Gifted and Talented Program Approval Standards

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Legal Comments: None

13. Media Specialist

ARK. CODE ANN. § 6-25-101 et seq.

Section 16.02 ADE Rules Governing the Standards for Accreditation

RTCCS will have a media center but is asking for a waiver for the media specialist requirement during the first year of operation. Teachers, Counselor, and administrative assistant will assist students in the media center as needed during the first year of operation.

Legal Comments: Clarify what this means. Explain how students will be served in the absence of a media specialist in year one. Clarify whether applicant will follow all laws and rules regarding a media specialist starting in year two and going forward. Also, because applicant will have a media center, the only waivers necessary related to a media specialist are Ark. Code Ann. §§ 6-25-103 and 104, as well as Section 16.02.3 of the ADE Standards for Accreditation.

Applicant Response:

During its first year of operation, RTCCS will have a part time media specialist. When the media specialist is not present on campus, other staff members will address student requests pertaining to the media center. If necessary, the students will also have access to the Redfield Public Library which is located across the street from the school. In year two, the media specialist becomes a full time position and RTCCS will follow the laws and rules regarding a media specialist. Based on legal comments, RTCCS would like to change waiver request to be for Ark. Code Ann. §§ 6-25-103 and 104, as well as Section 16.02.3 of the ADE Standards for Accreditation.

Remaining Issues: None.

14. Graduation Requirements

Section 14.01 ADE Rules Governing Standards for Accreditation

RTCCS seeks a waiver of the provisions of Section 14.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts which require schools to offer the full thirty-eight (38) units of course offerings to each student. RTCCS would like to introduce the thirty-eight (38) units incrementally as each grade is added while we grow from a 5th through 8th grade school our first year of operation to a

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

5th through 12th grade school. All 38 units of course offerings will be available when 12th grade is added.

Legal Comments: Clarify that the 8th Grade cohort will have appropriate courses to meet Smart Core, and that all 38 units will be offered when the 8th Grade cohort are seniors.

Applicant Response:

RTCCS will have the appropriate courses to meet Smart Core requirements and all 38 units will be offered by the time the 8th Grade cohort are seniors.

Remaining Issues: None.

Desegregation analysis: Fully Responsive

**ADE LEGAL
DESEGREGATION
ANALYSIS**

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Redfield Tri-County Charter School

Date: September 30, 2015

I. INTRODUCTION

Redfield Tri-County Charter School submitted an application for an open-enrollment public charter school, Redfield Tri-County Charter School. The proposed charter school would be located within the boundaries of the White Hall School District. The proposed charter school would provide instruction to students in grades five through twelve (5-12). The proposed charter school would possess a student enrollment cap of 400. According to its application, the proposed charter school expects to draw students from the White Hall, Sheridan and Pulaski County Special school districts.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Ark. Code Ann. § 6-23-106(b) requires the charter authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

The applicant addresses Desegregation Assurances on pages 36 and 37 of its application. (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school, and for open-enrollment charter schools operating in the same county, is:

	2 or More Races		Asian	Black/ African American		Hispanic	Native Am. Hawaiian/ Pacific Islander		White		Totals
Affected 5 School Districts											
Pulaski County Special School District	\$39	319	7,238	1,194	84	7,218	16,592				
	0.92%	0.00%	92.22%	0.77%	0.08%	6.00%	--				
Sheridan School District	20	60	116	1S2	23	3,748	4,119				
	0.49%	1.46%	2.82%	3.69%	0.56%	90.99%	--				
White Hall School District	46	8S	S47	69	17	2,180	2,944				
	1.56%	2.89%	18.58%	2.34%	0.58%	74.0S%	--				
DISTRICT5	605	464	7,901	1,415	124	13,146	23,655				
TOTAL	2.56%	1.96%	33.40%	5.98%	0.52%	55.57%	--				
Open-Enrollment Public Charter Schools in Pulaski and Jefferson Counties											
Pine Bluff Lighthouse (Pine Bluff)	3	0	284	5	0	1	293				
	1.0%	0.0%		1.7%	0.0%	0.3%					
Quest Middle School of Pine Bluff (Dollarway)	0	0	S7	0	0	0	S7				
	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%					
Academics Plus (PCSSD)	0	14	112	37	7	579	749				
	0.0%	1.8%	15.5%	5.2%	0.3%	77.1%					
Covenant Keepers (LRSD)	0	0	89	68	0	0	157				
	0.0%	0.0%	S8.3%	39.6%	0.5%	1.6%					
E-5tem (LRSD)	51	47	666	93	3	602	1,462				
	4.7%	2.7%	45.3%	5.6%	0.2%	41.S%					
Jacksonville Lighthouse (PC55D)	1	19	493	88	8	304	913				
	0.1%	1.7%	S1.7%	10.2%	0.9%	3S.4%					
Lisa Academy (LR5D/NLRSD)	13	188	568	203	19	497	1,488				
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%					
LR Prep	3	2	359	33	0	1	398				

Academy (LRSD)	0.7%	0.2%	92.8%	5.0%	0.2%	1.0%	
Premier High School (LRSD)	1	0	107	4	0	18	130
	0.0%	0.0%	88.9%	2.2%	0.0%	8.9%	
SIATech Little Rock (LRSD)	2	2	129	1	0	18	1S2
	0.0%	1.1%	83.7%	3.3%	0.0%	12.0%	
CHARTER TOTAL	74	272	2,864	532	37	2,020	5,799
	1.3%	4.7%	49.4%	9.2%	0.6%	34.8%	

Source: ADE Data Center, Oct. 1, 2014 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (*quoting Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Sheridan or White Hall School Districts. The ADE is aware of the existence of a desegregation order applicable to the Pulaski County Special School District.

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation

payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because RTCCS would draw students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting an open-enrollment charter for RTCCS will negatively affect PCSSD's efforts to achieve full unitary status.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school's existence.

prepared from a company such as Preferred Meals, Aramark or Tisket A Tasket to our students. A Request for Proposal will be made in order that companies can bid on the food service. Companies such as these are capable of providing the students' healthy meals in the most nutritious and economical way. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians, and members of the community will have ample opportunities to be involved in the RTCCS. Parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to Charter Education Partnership (CEP), parents will be involved in the application process and in the implementation if RTCCS becomes a member.

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:

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system

of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation." *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.*, Case No. 4:82-cv-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The charter founders are citizens with a vested interest in the success of the charter school in Redfield. The efforts of RTCCS to obtain an authorization for a charter school are a grass roots movement driven by the desire of the people in the area to have a school. The families in the area are not affluent but they do value education. Once authorized, the charter school in Redfield will not only provide a choice for these families for their children's education but will also be a hub of activity for all members of the communities in the area. RTCCS will cultivate a strong relationship between its students and the members of the surrounding communities by providing community support opportunities for the students. Nurturing a strong bond between the communities in the area and the students will create even stronger support for the school. RTCCS has only been able to get as far as we are in the authorization process due to citizens in the area willing to donate their time, money, and support to the pursuit of obtaining a charter school.

The RTCCS Board of Directors has developed procedures and policies to ensure accountability for managing the finances of the school. Our purchasing policy is outlined earlier in this application. We are and will be fiscally responsible. RTCCS will work with the ADE and the Arkansas Public School Resource Center (APSRC) to ensure we leverage their knowledge and expertise. RTCCS also has members with years of experience developing and managing a budget as well as experience in dealing with unexpected expenses and budget cuts.

Given the opportunity, RTCCS will prove to be successful and sustainable charter school.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Redfield Tri-County Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Redfield Tri-County Charter School

Grade Level(s) for the School: 5-12 Student Enrollment Cap: 400

Name of Sponsoring Entity: Redfield Tri-County Charter School

Other Charter Schools Sponsored by this Entity (Name and Location):

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: Amanda Kight

Address: 714 Osage Drive City: Redfield

ZIP: 72132 Daytime Phone Number: (501) 766-0082 FAX: ()

Email: redfieldtricountycharterschool@gmail.com

Charter Site

Address: 101 School Street City: Redfield

ZIP: 72132 Date of Proposed Opening: August 2016

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: ()

The proposed charter will be located in the White Hall 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: Larry O'Briant Position: President State of Residence: AR
Name: James Kight Position: Vice-President State of Residence: AR
Name: Ann Tuck-Rowan Position: Treasurer State of Residence: AR
Name: Amanda Kight Position: Secretary State of Residence: AR
Name: Todd Dobbins Position: Director State of Residence: AR
Name: Ken Shollmier Position: Director State of Residence: AR
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.

2958 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

White Hall Sheridan Pulaski County Special

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Key programmatic features RTCCS will implement in order to accomplish our mission are as follows:

- * Focus on college and career readiness
- * Focus on Science, Technology, Engineering, and Math
- * Focus on core character values such as civic duty, honesty, respect, and kindness
- * Strict discipline policy for behavior that detracts from the learning environment.
- * Involvement in community service projects
- * Opportunity to participate in EACH (Education And Community Heroes)
- * Peer tutoring

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:

RTCCS held a public hearing on 16 July 2015. The location for the public hearing was the Redfield Community Center. The meeting was requested to be published in the *White Hall Journal* three consecutive Wednesdays (24 June 2015, 01 July 2015, 08 July 2015) preceding the meeting held on Thursday, July 16. The last publication of the notice was no less than seven days prior to the public meeting held on Thursday, 16 July 2015.

An email with the information for the public meeting was sent to the superintendents of each school district contiguous to the district the charter will be located in (White Hall, Sheridan, Pulaski County Special, Dollarway, Pine Bluff, and Watson Chapel) within seven calendar days following the first publication of the notice of the public hearing. Documentation for the public hearing date of publication, location of advertisement, and confirmation of payment are included in this application.

The meeting was held on Thursday night, 16 July 2015, at 7:00 PM. After the presentation, the floor was opened up so that those in attendance could ask questions of the RTCCS Board of Directors. The advertisement was last published on Wednesday, 08 July 2015 which met the last publication date of the notice being no less than seven days prior to the public meeting.

Attendees were supportive of RTCCS efforts to get a charter school authorized. Attendees were provided the RTCCS web site and email address in case questions arose at a later time. After the meeting was concluded, members of the RTCCS Board of Directors were available to talk with individuals one-on-one. No one present spoke in opposition to the charter school.

Over eighty (80) signatures on petitions, letters from local businesses, letter from the President of the Redfield Chamber of Commerce, and a letter from Redfield mayor, Mayor Harmon Carter, have been collected in support of Redfield pursuing a charter school. These documents are available for review.

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:

The original board membership of Redfield Tri-County Charter School (RTCCS) was appointed by our parent organization, Keep Redfield Middle School. The members of the RTCCS Board of Directors then voted on officers for the group.

- A. The RTCCS Board of Directors will have final decision-making authority for the Redfield Tri-County Charter School in areas of finance and purchasing, hiring and firing of staff and of the school director. It will also have final decision-making authority on student discipline issues that have been appealed.
- B. The current board members and the position they hold are as follows:
Mr. Larry O'Briant, President, 40+ years of experience in education
Mr. James Kight, Vice-President, 45+ years of experience in education

Mrs. Ann Tuck-Rowan, Treasurer, 15+ years in education

Ms. Amanda Kight, Secretary

Mr. Todd Dobbins, Director

Mr. Ken Shollmier, Director

Board members qualifications must meet one of the following criteria:

1. A bachelor's degree or higher from an accredited college or university, OR
2. At least 3 years business management experience, OR
3. At least 3 years experience in fundraising and/or grant writing, OR
4. At least 3 years leadership experience in community service or ministry, OR
5. Be a parent, guardian, or grandparent of a student attending RTCCS for a minimum of 2 years.

The Board of Directors shall present potential directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends. At the Annual Meeting of the Board of Directors, Directors can be elected to serve another term of one (1) year, resign, or be removed from the board by a two thirds (2/3) vote. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Any director may resign at any time by giving written notice to the President or the Secretary. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The Board of Directors will take nominations for replacement.

The Board of Directors may remove any Director or Officer from his/her position by two thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where the Board it so take action on the removal. The officer or Director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

C. The parents will be able to address the board during monthly meetings. The school's leadership will take into consideration all suggestions brought to them from parents. The school will also be responsible for providing all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format if a parent requests it. Teachers will also work with parents while educating their students. There are also two scheduled parent-teach conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff.

3. Give the mission statement for the proposed charter school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	White Hall		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	82.55	79.69	86.56
Targeted Achievement Gap Group	71.53	68.52	75.32
African American	72.69	63.25	95.74
Hispanic	75.00	76.09	n < 10
White/Caucasian	84.71	83.49	85.16
Economically Disadvantaged	73.81	69.24	76.39
English Language Learners/ Limited English Proficient	n < 10	n < 10	n < 10
Students with Disabilities	40.91	47.06	62.50

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall	
Campus Name	M.A. Hardin	
Grade Levels	K-5	
Campus Status	Achieving	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	96.52	94.78
Targeted Achievement Gap Group	95.31	93.75
African American	n < 10	n < 10
Hispanic	n < 10	n < 10
White/Caucasian	96.26	94.39
Economically Disadvantaged	94.92	93.22
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	91.67	91.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall	
Campus Name	White Hall Middle School	
Grade Levels	6-8	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	78.97	77.55
Targeted Achievement Gap Group	65.62	61.47
African American	73.95	64
Hispanic	70	76.19
White/Caucasian	79.96	80.51
Economically Disadvantaged	69.52	63.58
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	23.88	31.34

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	White Hall		
Campus Name	White Hall High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	75.00	78.68	87.6
Targeted Achievement Gap Group	52.56	70.63	78.38
African American	55.56	58.02	
Hispanic	n < 10	76.92	
White/Caucasian	79.65	84.29	
Economically Disadvantaged	54.05	69.28	
English Language Learners/ Limited English Proficient	n < 10	n < 10	
Students with Disabilities	47.62	80	

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:

RTCCS asserts there are correlations between students from low-income families dropping out before achieving their high school diploma if they are attending large schools. For students from areas outside of cities in Arkansas, attending a large school usually means the students are being transported from outlying areas to the school. In an article titled "High School Dropouts in the United States" published on Wikipedia in February 2013, it is stated that high school dropouts are more likely to be unemployed, have low-paying jobs, be incarcerated, have children at early ages and/or become single parents. The article goes further and states "School size has a very strong non-linear correlation with dropout rate." This claim was based on a study by Jacob Werblow in 2009. Werblow's found increases in school size can be "associated with a 12% increase in average student dropout rate".

In an article found on wsws.org (World Socialist Web Site), statistics from a study by the National Center for Education Statistics (NCES) indicate that low-income students fail to graduate at five times the rate of middle-income families and six times that of higher-income youth. The students in Redfield and the surrounding areas are financially disadvantaged. This is not to say that all low-income students attending larger schools will dropout, but they are at greater risk of dropping out. RTCCS will actively recruit students from low-income areas currently attending schools larger than the proposed size of RTCCS.

RTCCS will focus on recruiting students who are from economically disadvantaged areas. Most, if not all, of these students will be currently attending schools larger than RTCCS proposed student population. Based on the 2014 ESEA reports from the White Hall School District from the Arkansas Department of Education web site (<https://adedata.arkansas.gov/arc/>), students classified as Economically Disadvantaged are not performing as well as the combined student population. The all students scoring Percentage in Literacy is 82.55 with a 2014 AMO of 83.27 while the Economically Disadvantaged students score was 73.81 with a 2014 AMO of 75.92. The all students scoring percentage in Mathematics is 79.69 while the Economically Disadvantaged students score

was 69.24 with a 2014 AMO of 81.06. The gap between the Percentage (69.24) and the 2014 AMO in mathematics (81.06) for the Economically Disadvantaged is larger than the gap between the Percentage (79.69) and the 2014 AMO in mathematics (87.49) for All Students.

The graduation rate for the Combined Population at the White Hall High School is remaining steady around 85 to 86, but the Targeted Achievement Gap Group was 76.13 and the Economically Disadvantaged rate was 76.39 in 2014. RTCCS will strive to engage the students and provide them an educational environment where they feel connected to the school instead of being disenfranchised. In 2014, White Hall Middle School had 729 students enrolled and the High School had 944 students. RTCCS anticipates having 200 students in grades 5-8 its first year of operation and adding an additional 50 students each year while growing to become a 5-12 with 400 students. A small school setting will afford the teachers and staff the opportunity to get to know each student, allow for the forging of a relationship with each student, and the ability to determine each student's strengths, weaknesses, and learning style. It would also be beneficial for students that need to be able to participate in extracurricular activities for motivation to stay in school instead of dropping out.

Based on the Poverty Rate data reported in the 2014 ESEA reports, the elementary schools and intermediate/middle schools in the tri-county area (Hardin Elementary, East End Elementary, East End Intermediate, Bates Elementary, and Fuller Middle School) have a poverty rate of over 50%. The children living in these areas deserve to have a choice on where they attend school. These economically challenged students may be at greater risk for dropping out of high school if they attend a larger school. These students need a smaller school to allow them to build relationships with teachers and fellow students. Smaller schools provide a greater opportunity to participate in team sports or other extracurricular activities and provide them a feeling of belonging in the student body.

Students in Arkansas are struggling. Many results from standardized tests are not where they need to be and are not meeting target growth goals. School consolidation may lead to increased curricular offerings, but those offerings only benefit a small percentage of students. There are many large schools in Arkansas whose student body is not scoring proficient in reading and mathematics. Howley (1994) argued the benefits of a wider range of courses being offered might be overstated. He stated that a small school with a strong core curriculum could enable students to achieve at high levels. Slate and Jones stated that a small percentage of students at larger schools enrolled in courses that were not taught at the smallest schools. The additional courses offered were not benefiting the majority of the students.

Greene and Marcus (2006) concluded from their research that states could improve their graduation rates by decreasing the size of their districts and giving parents greater choice in the school systems that educate their children. One way of offering choice to families in Arkansas is by the authorization of charter schools. Low-income families in the areas around Redfield deserve to have the same choices and opportunities for their children as middle to upper-middle families in areas similar to Little Rock. Low-income families do not have the option of sending their children to private schools due to the financial constraints they experience and there is no charter school option in the area at this time. Education is not one-size fits all. The authorization of a charter school in Redfield would provide these families those choices and opportunities.

References

Greene, Jay P. and Winters, Marcus A. (2006). The Effect of Residential School Choice on Public High School Graduation Rates. *Peabody Journal of Education*.

Howley, C. (1994). *The academic effectiveness of small-scale schooling: An update*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No 372 897).

Slate, John R. and Jones, Craig H., Effects of School Size: A Review of the Literature with Recommendations. *Essays in Education*.

Werblow, Jacob, Luke Duesbery (2009). "The Impact of High School Size on Math Achievement and Dropout Rate". *The High School Journal*.

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:

Three public middle schools service the students in the area where Grant, Saline, Jefferson, and Pulaski meet. These schools are Fuller Middle School (Pulaski County Special School District), Sheridan Middle School (Sheridan School District), and White Hall Middle School (White Hall Middle School). Based on information from the 2014 ESEA reports downloaded from the ADE website (<https://adedata.arkansas.gov/arc>), none of the middle schools servicing the students in this area are classified as "Achieving" in Math and all but one are classified as Needs Improvement in Literacy. The scores of students classified as Economically Disadvantaged are not improving at the expected rate and are falling short of the 2014 AMO by over 12% in the Sheridan Middle School and over 20% in the Fuller Middle School. Economically Disadvantaged students at Fuller Middle School are also falling short in Literacy by over 8%. The scores for All Students at Fuller Middle School were over 19% below the 2014 AMO in Mathematics and over 12% below the 2014 AMO in Literacy while the scores for All Students at Sheridan Middle School were over 7% below the 2014 AMO in Mathematics but were just barely under the 2014 AMO in Literacy. Students in areas around Redfield do not have a choice on where to attend school. A charter school in Redfield would provide an option for them. Students living in other areas around Arkansas such as Little Rock, Jacksonville, North Little Rock, Fayetteville, and Bentonville are being provided options for their education while students in areas like the Redfield tri-county area are not afforded those same opportunities.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Three (3) innovations distinguishing RTCCS from other schools are our small school setting, extended school day with built in flex time, and our focus on character and community service. These innovations, along with the emphasis on STEM and college and career readiness, will allow our students to prepare themselves for exciting and productive futures. The students will be encouraged to participate in extra-curricular activities such as basketball and cheerleading and to participate in clubs and community services projects/events.

Our small size is reminiscent of the one-room school that served as the foundation of American education. Students will be afforded the opportunity to participate in peer tutoring - either sharing knowledge with or gaining knowledge from their fellow students. This time will be monitored by staff members but led by students. Participation in the peer tutoring is optional.

The RTCCS school day will consist of thirty (30) minutes of optional peer tutoring followed by three hundred ninety (390) minutes of required instruction compared to the required three hundred fifty (350) minutes. The last thirty (30) minutes of the day is flex time and can be used for activities such as club meetings, participation in community service projects, speakers focused on sharing career information, small group instruction, or additional instruction for students needing extra help. The RTCCS staff will be afforded the freedom to tailor the flex time to meet the needs of our students as well as enrich their instruction on character and career opportunities.

RTCCS students will have the opportunity to join and participate in EACH (Education and Community Heroes). The premise of EACH is that each person matters. Each person can make a difference. The focus of EACH is to empower students to help others and their communities. Parents and community members will also be encouraged to participate in EACH.

RTCCS small school approach involving students in the education process which will focus on college and career readiness, extended school day, and student participation in EACH makes our school an innovative option for families. Our students will become members of our school family and will leave school with a life-long love for learning and an understanding of their potential to make a difference not only in their own lives but in the lives of others.

5. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Students to meet their individual target growth.	Measures of Academic Progress (MAP)	60% of returning students to meet their target growth	Beginning of Year and End of Year
Students' performance to improve each year.	ACT Aspire Performance Based Assessment	10% or more of returning students improve scores from previous year.	After 75% of the school year and per ADE guidance
Students' performance to improve each year.	ACT Aspire Exam	10% or more of returning students improve scores from previous year.	After 90% of the school year and per ADE guidance

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:

It is difficult to determine goals for the charter's students at this time because we do not know who the students will be. During the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and in following years, the charter AMOs will be based on the academic performance of the students who attend the charter. RTCCS acknowledges the requirements for the state mandated assessments and our goals will be to work with each student to achieve gains toward moving our entire student population to proficient over time. The rate at which this happens will be dependent on the

students attending the school. If the students are grossly behind, the amount of time to help them achieve proficiency will be longer.

A significant challenge will be the implementation of the ACT Aspire exam which is replacing for the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC was implemented in 2014-2015 replacing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) aka Benchmark. It will not be feasible to compare PARCC results from 2014-2015 to ACT Aspire results from 2015-2016 based on information found on the Office for Education Policy (OEP) University of Arkansas website. It will take time for the results of the assessments to lead to the development of attainable expectations for student scores. RTCCS is not sure at this time if the goals stated in this application on the ACT assessments are realistic or not because there is little to no data available to base them on.

RTCCS will work with the ADE as ACT Aspire is implemented. As with any new assessment, it will take time for the students and schools to adjust. RTCCS goal for student scores is to show improvement at a rate at least equal to that of state growth goals.

There will be multiple goals for the students the first year the charter is authorized. One of the goals for the students at the beginning of the initial school year will be to increase their knowledge and understanding of core curriculum material during the school year. The students will be asked to strive to become more involved in their education and to be interactive in the classroom with their teachers and fellow classmates. They will work diligently to become active members of the communities that the student body of RTCCS is comprised of. They will be challenged to become living examples of core character values such as responsibility and citizenship. These goals will result in the students being engaged with their teachers, classmates, and school staff. The students at RTCCS will endeavor to improve their test scores on state-mandated standardized test(s). After the initial year of operation, the students' goals will be set by state requirements.

RTCCS will also utilize Measures of Academic Progress (MAP) to establish a target growth goal for each student during the initial year of operation. MAP will provide a means to develop and track individual growth goals for each student.

RTCCS believes meeting the educational needs of our students is more than just scores on standardized tests, but results from standardized tests are the acceptable method of proving academic improvement. RTCCS wants to encourage each student and to build their confidence. Engaging the students in the classroom and forging relationships between students, teachers, staff, and the community will result in the students experiencing being a part of an educational and community family. RTCCS teachers and staff will be focused on each student's personal well-being as well as their academic growth.

If RTCCS students are able to achieve the state growth goals, it will demonstrate the students are learning and understanding at a pace to keep them on track to graduate from high school. The achievement of goals may also indicate the students are engaged in school.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

5th Grade Required Courses

Mathematics
Language Arts
Science

Social Studies
Physical Education & Health and Safety (Rotation)
Fine Arts/Music/Tools for Learning (Rotation)

6th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Physical Education & Health and Safety (Rotation)
Fine Art/Music/Tools for Learning (Rotation)

7th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Fine Arts/Music/Tools for Learning (Rotation)

7th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall

8th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies (with $\frac{1}{2}$ unit of Arkansas history)
Fine Arts/Music/Tools For Learning (Rotation)
Career Education

8th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall
Algebra I (Grades 8-12)

9th Grade Required Courses

Mathematics (Algebra I)
Physical Science
Language Arts I
Civics/Economics
 $\frac{1}{2}$ Unit of Health/ 1/2 Unit Oral Communications
Physical Education

9th Grade Elective Courses

Study Hall
Basketball/Cheerleading
Geometry (Grades 9 - 12)

10th Grade Required Courses

Mathematics (Geometry)
Biology
Language Arts II
World History

10th Grade Elective Courses

Computer Business Applications I (Grades 9-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Spanish I (Grades 9-11)
Basketball/Cheerleading
Study Hall
Sociology (Grades 10-12)
Psychology (Grades 10-12)
Algebra II (Grades 10-12)

11th Grade Required Courses

Mathematics (Algebra II)
Chemistry
Language Arts III
American History

11th Grade Elective Courses

Study Hall
Spanish I (Grades 9-12)
Spanish II (Grades 10-12)
Basketball/Cheerleading
Journalism (Grades 10-12)
Computer Business Applications (Grades 9-12)
Essentials of Computer Programming
(Grades 11-12)

Vocal Music I (Grades 9-12)
Pre Cal/Trigonometry (Grades 11-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Advanced Art I (Grades 10-12)

12th Grade Required Courses

Mathematics
Language Arts IV

12th Grade Elective Courses

Study Hall
Spanish II (Grades 10-12)
Basketball/Cheerleading
Journalism (Grades 10-12)
Computer Business Applications (Grades 9-12)
Essentials of Computer Programming
(Grades 11-12)
Vocal Music I (Grades 9-12)
Pre Cal/Trigonometry (Grades 11-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Advanced Art (Grades 10-12)
Medical Terminology I (Grade 12)
Human Anatomy & Physiology (Grade 12)
Computer Science and Mathematics (Grade 12)
Computer Web Design I (Grades 11-12)
Instrumental Music (Grades 9-12)
College Algebra (Grade 12)
Physics (Grade 12)
Transitional Math (Grade 12)
Transitional English (Grade 12)

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

The educational program of the Redfield Tri-County Charter School (RTCCS) shall consist of grade five (5) through grade eight (8) during year one (2016-2017). RTCCS plans to have fifty (50) students in each grade the first year of operation. One grade will be added annually until the campus is a grade 5 through grade 12 campus.

RTCCS will focus on college and career readiness for all students. The educational program will be designed to specifically target career preparation. As students mature, they see themselves in a particular career in their future. The study of career pathways will be incorporated into the curriculum and students throughout all grade levels will be exposed to future possible career pathways. Career inventory assessments (e.g. Explore, Plan, or Kuder) will be given to each student at the beginning of the 2016-2017 school year. The principal will provide training for all instructional staff on how to prepare students for a career interest exam and how to administer the career interest exam. This training will be accomplished during professional development sessions before the beginning of the 2016-2017 school year. The results of these inventories will assist teachers with curriculum planning for the school year. At the end of the 2016-2017 school year, the students may be assessed again to allow teachers to prepare for the upcoming year. The assessments may be done at the end of each year for years following the 2016-2017 school year if they prove valuable to improving the curricula. New students may be assessed when enrolled. The school will use all resources available throughout the community as well as tri-county area wide to provide students the accurate knowledge base concerning the requirements of specific careers and the knowledge base needed to adequately pursue and be successful in a specific career area. Students will also participate in interview scenarios that will be incorporated into both the Language Arts and Career and Technical curricula.

As students progress through the educational program, they will become exposed to various career interests. As

the charter school grows, more in depth educational opportunities such as concurrent credit programs or apprenticeship programs will be added. As this happens, the students will not only be allowed, but encouraged to participate in post-secondary courses (both college and vocational). These may be taken through either distance learning opportunities provided at the charter school or at a post-secondary institution that the charter school has contracted with to provide such courses. The leadership and faculty will work closely with the Arkansas Department of Career Education (ACE) Career and Technical Education as well as colleges and vocational schools to establish programs of study that address the interests of the students.

Students may be exposed to various learning and instructional strategies but the foundational base of instruction throughout all curricular areas in all grades will focus on a variety of learning strategies. The educational program will incorporate the use of technology into as many aspects of the curriculum as possible in order to prepare students for future college and career opportunities. Our school will foster an atmosphere where education is valued and students will be encouraged to build relationships with their fellow students and teachers. The use of groups during learning activities will encourage the development of these relationships and provide opportunities to strengthen communication and interpersonal skills. Cross-curricular instruction will allow teacher flexibility with instruction and allow multiple presentation opportunities of specific frameworks to ensure student mastery. Each day will provide an opportunity for students to participate in peer tutoring. This opportunity will reinforce the students' understanding of the information they are providing tutoring to their peers. Hours students spend tutoring their peers will be recorded as volunteer hours.

Social development of our students will be enhanced by focusing on core character values. It is our intent to work with Charter Education Partnership (CEP) and to pursue becoming a National School of Character. CEP works to combine all facets - educators, students, parents, and community - to create safe, caring, and respectful schools where students flourish academically and do the right thing. Until the charter can go through the application process for CEP, we will focus on character values and select a "Student of the Month" from each grade that exhibits the character value being emphasized. Service of others will also be emphasized. Experience with community service will allow the students to realize the joy that comes from helping others and helping their community. It will allow them to realize the power they have as an individual to bring positive change to themselves and others.

Teachers will meet to plan lessons across the curriculum in subject areas and grade levels. It is expected that teachers who teach the same grade level and those who teach the same subject will work together to collaborate on lessons, pacing guides, resources, and student expectations during planning time and professional development.

Teachers are expected to use strategies in the class that will enhance the teaching and learning environment for scholars and the teachers. Teachers will be trained to conduct peer-observations during their planning time. Teachers will be expected to share effective teaching practices, techniques and systems. Teachers will participate in weekly grade level meetings and/or subject area meetings to reflect on teaching strategies, coaching, and peer observations. Teachers will lead staff training by sharing effective strategies and STEM activities implemented in the class.

Teachers are expected to be flexible in classes and allow for differentiation of learning which means several teaching strategies can be used during a single class session. The goal of teaching the Common Core State Standards Curriculum and Arkansas Framework is for students to be active and engaged learners. Teachers are expected to be prepared with lessons and classroom resources. The Lesson Plan and Curriculum Map are tools teachers will have to guide instruction and student engagement. One way to keep students engaged is to have hands on activities, visual aids and technology integrated into lessons. Teachers will have an opportunity during professional development to establish systems and strategies to implement the STEM curriculum. Teaching Strategies that may be used during instructional time may include:

- Co-teaching/Team Teaching
- Whole group instruction
- One-on-one teacher instruction
- Experiential Learning
- Computer Activities
- Role-playing
- Project-based Learning

Small group instruction

Teachers are expected to be creative and reach each child in the classroom during instructional time. Teachers are expected to establish systems for classroom management and behavior management to optimize the amount of time available to teach during scheduled instructional time. Workshops and professional development will be ongoing and will address strategies for effective classroom teaching and behavior management and implementing the curriculum. All teachers will be expected to emphasize reading and listening skills as a part of students' daily learning habits. Lessons are expected to reflect the different learning styles and incorporate appropriate activities for the differences that might exist in levels of student engagement, achievement and skills set.

The continuation or renewal of the RTCCS open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability provision specified by the open-enrollment public charter. RTCCS will strive to improve student performance on assessment instruments adopted by the State Board.

Our intent is for all students to become part of our school community. It will also be a priority for us to involve community members. Volunteers will be a part of our school community as well. We will work with local community service organizations to involve our students and staff in projects to help individuals, families, and organizations in our community. As a charter school, we will also be working closely with our parents to raise funds as needed, to tackle projects around the school, and to encourage parents to be actively involved in their child's education and extracurricular activities.

Our immediate goal will be to improve the students' interest and involvement in their education. This will help reduce truancy and behavior issues for our students if they have a history of these issues. Our long-term goal is to instill the love of learning in each and every student. We realize that not every student will continue on to college. Their path may lead them to a technical school, a vocational school, or directly into the job market. Whatever their path, they will enjoy success if they are life-long learners.

Teachers and staff will utilize professional development networks. These networks will allow our personnel to take part in free on-line professional development courses in project-based learning. It will also provide a means for our personnel to collaborate with other teachers instructing their students using the inquiry-based methods. One example of such a resource is Buck Institute for Education (www.bie.org).

RTCCS will also apply to become a member of the Arkansas Public School Resource Center (APSRC) and work with the Arkansas Department of Education. These entities will provide consulting and guidance in areas such as law, finance, technology, teaching and learning and will be valuable assets and resources as the charter develops from a 5th through 8th campus to a 5th through 12th campus.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

Upon receiving authorization for a charter school, the RTCCS Board of Directors will begin the process of hiring a Director for the Redfield Tri-County Charter School. The Director will also be serving as the principal during the first year of operation for the Redfield Tri-County Charter School. The Principal will be responsible for the process of aligning the curriculum to be utilized by the charter school with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. RTCCS plans on taking full advantage of any and all assistance available from the Arkansas Department of Education in this endeavor. Monies have been budgeted for submitting an application to become a member of the Arkansas Public School Resource Center (APSRC). APSRC could also be a valuable source of assistance aligning the charter's curriculum. RTCCS budgeted to be able to hire the services of a Curriculum Specialist to assist in this task as well. Aligning the curriculum will be the top priority for the newly hired Director/

Principal. The Principal will utilize the ADE, the APRSC, and the services of a curriculum specialist if necessary along with research and their experience to successfully complete this task as expeditiously as possible.

RTCCS is estimating it will take approximately four (4) to six (6) weeks for the Principal to complete the alignment but the process will continue after the initial alignment. RTCCS will require the Principal to complete the alignment of the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards before 01 June 2016. As teachers are hired, the principal will work with them to ensure the development of lesson content is consistent with the Arkansas Curriculum Frameworks and the Common Core State Standards. The Principal will be responsible for ensuring the curriculum materials used by RTCCS are reviewed annually to ensure continued alignment with the Arkansas Curriculum frameworks and the Common Core State Standards to address any revisions by the State Board of Education.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

The charter will provide guidance to students on course selection, career counseling, and personal/social developing counseling. The teachers will provide guidance program services such as advising students on course selection. This will be done as-needed due to the counselor position being a parttime position during the first year of operation. The part-time counselor will be focused on career counseling and providing opportunities for the students to be exposed to information on a variety of jobs and career fields.

B) Health services;

Applicant Response:

A waiver will be requested for the requirements of Health Services. RTCCS will be contracting out the health services utilizing a part-time nurse. These services will include keeping medical records in accordance with privacy statutes, attending to students with minor illnesses, providing aid until emergency responders arrive on site for serious injuries, and the responsibility of creating and maintaining the campus health and safety policies. The charter will contract the screening, referral, and follow-up procedures for all students. The contractor will also be responsible for providing and maintaining current health appraisals records for all students according with guidelines developed by the Arkansas Department of Education. IAW Act 1565 of 1999, the contractor will also provide students with special care needs, including chronically ill, medically fragile, and technology dependent, and students with other health impairments will have an Individualized Health Care Plan. The contractor will also perform invasive medical procedures required by students and provided at school because they must be performed by trained, licensed personnel who are licensed to perform the task. The contractor will also provide custodial health care services required by students under an Individualized Health Care Plan. Daily responsibilities for student health issues not requiring a licensed person perform them will be performed by the Principal's administrative assistant. Daily responsibilities requiring a licensed person to perform them will be scheduled while the part-time nurse is on campus.

C) Media center;

Applicant Response:

A waiver will be requested for the requirements of a Media Center. RTCCS will have a media center with a minimum of 3000 books. There will also be at least four (4) computers in the media center for students to use the first year of our school's operation. Computers will be added to the media center as the student population and need for computer access grows. Teachers, Counselor, and Administrative Assistant will be available the first year to assist students in the Media Center during the first year of operation. There will be a part-time media specialist available the second year of operation to instruct the students on the use of the computer and the development of research skills. The media specialist will become a full-time position in the third year of

operation.

There will be an additional Computer Lab area with a minimum of twenty-five (25) computers. This lab area will be used for computer classes and for completing online assessments.

D) Special education;

Applicant Response:

RTCCS will not request a waiver from the requirements of a special education program. The school will provide all necessary services and accommodations for students identified with special needs as outlined in their IEP. A special education teacher will be responsible for all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program. RTCCS will provide an Individual Education Program for each student with a disability. Our staff will diligently work to provide students with disability the accommodations and services they need to be successful in school. Parents, teachers, and school administrators will work together as a team to provide an optimum learning opportunity for the students with disabilities.

E) Transportation;

Applicant Response:

Once RTCCS receives authorization for a charter, two used school buses will be purchased. The buses will pass inspection and be maintained as mandated by the state of Arkansas.

RTCCS bus routes will not be a traditional route. We plan on providing "satellite pick-up" for students using fully certified bus drivers. The drivers will be contracted and will meet all training requirements as specified by the State of Arkansas and hold a Commercial Driver's License. Bus drivers will also pass a physical examination given by a licensed physician or an advanced practice nurse at least every two (2) years. Satellite pick-up/drop off locations will be identified.

The Director/Principal will map out bus routes for the area in an approximate twenty (20) mile radius of the charter school. RTCCS will provide a satellite pick-up for the students. Sites and times for pick up and drop off will be identified and published so parents and students are aware of the site(s) closest to them. The charter will either provide maintenance or secure a routine maintenance agreement with a qualified mechanic to ensure safe maintenance and operation of the buses. Over time as our student population grows, our transportation methodology could transform into a more traditional bus route.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

RTCCS has asked for a waiver for the exclusion of Alternate Learning Environments at this time. We will be using a variety of teaching methods and the small school setting will allow teachers and staff to know each student. The RTCCS educational approach will allow the teachers to identify each student's strengths and weaknesses and convey information accordingly. Our approach will provide additional instructional time each day to address any educational weaknesses. We will also have a strict disciplinary policy to control any behavior that might distract students.

G) English Language Learner (ELL) instruction

Applicant Response:

RTCCS will administer the English Language Development Assessment (ELDA) as required by the ADE. The test administrator will complete all necessary training before administering the ELDA and meet any other requirement specified by the ADE. The school will utilize the results of the ELDA to determine what type of English Language instruction is appropriate for the ELL student. The majority of the students are assisted through English immersion. In addition to immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional

activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

H) Gifted and Talented Program.

Applicant Response:

RTCCS intends to identify students who will benefit from an accelerated educational program and incorporate learning strategies into the student's individual instructional program to enhance the educational process for the students. Gifted and talented students could be nominated by teachers, staff, parents, community members, or by self-nomination. Students could also be identified for consideration as a gifted and talented based on academic performance on standardized tests. A consultant will be hired to oversee the Gifted and Talented program. Each of the gifted and talented student's teachers will work with the consultant to integrate opportunities in the classroom environment to enrich their learning experience. The social and emotional needs of the gifted child will be met through peer interaction on projects and other planned activities (e.g. field trips, guest speakers) as well as through content satisfying to the intellectual needs of the student.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

RTCCS will service the city of Redfield and its surrounding areas within an approximately twenty (20) mile radius. This will include the eastern portion of Grant County and a small area in Saline County which falls under the Sheridan School District. We will also serve areas in Jefferson County which are located in the White Hall School District. These areas include Redfield and Jefferson. To the north, we will serve the Hensley and Woodson Lateral areas in Pulaski County Special School District. We expect that approximately 60% of the students will be from the White Hall School District with the other students coming from the Sheridan School District, and the Pulaski County Special School District at varying percentages. These numbers are speculation because enrollment at RTCCS will be open to any student from Arkansas that wants to attend and will not be limited to the school districts identified in our response. Enrollment in RTCCS will be open to any Arkansas student who submits an application to attend.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

RTCCS will comply with annual progress report requirements as stated in the Arkansas Department of Education Rules of Governing Public Charter Schools, Section 6.03.1.4 and in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, if it applies to charters. Feedback from parents and the community will be used to annually develop a comprehensive progress report. This report will include updated data regarding student performance, program objectives, and accreditation standards. RTCCS will also create a School Improvement Plan annually to project campus needs and to identify any deficiencies so they can be corrected. All reports will be based on Arkansas Department of Education regulations and guidelines.

Annual reports will be published in a newspaper with general circulation in the district where the charter school is located. The reports will also be published on the RTCCS web site. Current guidance mandates these reports will be published no later than November 15. Printed copies of the reports will be available for review at RTCCS. RTCCS will host an annual public gathering in order to provide information regarding the educational program and campus policies and goals. This public gathering will be publicized using flyers sent home with students and posted in the local area and on the RTCCS web site. This public gathering will allow for parents, students, and any interested parties to exchange ideas and suggestions regarding the educational program, the school campus, and the content of the annual report.

The school will be in compliance with rules and regulations concerning annual reports to the parents through public meetings, board meetings and website requirements. As performance data becomes available for the school, the school will provide that information as required by state code and rules and regulations that apply.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

All students are welcome at RTCCS. Students will be asked to provide a transcript from the school they are moving from to attend the RTCCS but the RTCCS administration and board members understand that transcripts from prior schools cannot be required for students to enroll and attend RTCCS. RTCCS will not discriminate in our admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. RTCCS may exclude a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

Students will be recruited from the city of Redfield and other surround communities like Jefferson, White Hall, as well as students in the eastern portion of Grant County and the portion of Saline County that are part of the Sheridan School District that are within an approximately 15 to 20 mile radius of Redfield. RTCCS will use methods such as our internet presence (www.redfieldtricountycharter-school.org), direct mailings, flyers, and newspaper advertisements to inform the public about our school.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

RTCCS is choosing to allow enrollment preferences to siblings of enrolled students because we believe it would create a hardship on the families to have students in different school settings. Having siblings enrolled at one school would make it more convenient for families to attend school events and to participate in parent/teacher meetings leading to stronger parental involvement.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

If more applications are submitted than RTCCS has openings, an admission lottery will be held. Each application will be assigned a number. A random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. The lottery will take place at the RTCCS campus. It will be governed by the director, as well as being overseen by the RTCCS principal. The public will be welcome to attend the lottery to help ensure the transparency of the process. The need for a lottery will be posted on the campus website and the Arkansas Department of Education Public Charter School Program Coordinator will be notified in advance of the lottery. Siblings of existing students will be given preference and would not have to participate in the admission lottery. The numbers assigned to the existing applications will be put in a container and drawn and recorded in the order they were drawn. The number of students selected would depend on the number of openings and whether there were any siblings of existing students in the application pool. The record of the order the applications were drawn would be kept in case those that were selected were unable to attend. The next application on the list would then be notified of their selection.

The waiting lists are only valid for the year the application was submitted. Parents with students on waiting lists

will have to apply the following year to be eligible for any openings. If there are more applications than openings the following year, another lottery will be announced and held. All applications submitted for the current school year will be in the lottery. The number of openings in the grade will determine how many will be accepted to enroll and how many will be on the waiting list.

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:

RTCCS does not believe the use of a weighted lottery is required by federal court or administrative order.

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Members of the Redfield Tri-County Charter School have decades of experience in public schools and at universities. No members have any prior involvement in the operation of one or more other charter schools.

Mr. Larry O'Briant has over forty (40) years of experience in education. He has a Bachelor of Science degree in General Science and a Masters in Educational Administration. He is certified by the State Department of Education as a District Administrator, Secondary Principal, General Science Instructor, Physical Science Instructor, and Adult Education Instructor. He has classroom experience as a General Science Instructor, Biology Instructor, Physical Education Instructor, and Adult Education Instructor. He has administration experience as a Middle School Principal, High School Principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at the University of Arkansas at Pine Bluff.

Mr. James Kight has over fifty (50) years of experience in education. He has a Bachelor of Science in Education, a Masters in Counseling, and has an Administrator's Certificate. Mr. Kight has been a principal at a junior-high/middle school for over forty (40) years. He has had classroom experience teaching science, social studies, math, and physical education during his career. He is currently working for the White Hall School District and spends half his work day at the White Hall Middle School as an assistant principal and the rest of his work day at the White Hall High School as an assistant principal.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

RTCCS will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. Waivers for licensure will be requested for all positions requiring an Arkansas Teaching License. However, the school will make every effort to employ certified personnel in all positions that would typically require a teaching license in a typical public school.

DIRECTOR

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

Minimum Qualifications: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of experience in public education in Arkansas.

PRINCIPAL

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Minimum Qualifications: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of experience in public education in Arkansas.

FINANCIAL OFFICER/BOOKKEEPER

The financial officer/bookeeper will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc.

Minimum Qualifications: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, 

develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Minimum Qualifications: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Minimum Qualifications: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics. Instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deeded appropriate in the federal statute.

Minimum Qualifications: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Minimum Qualifications: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Minimum Qualifications: Completion of training necessary for licensing as a registered nurse in the State of Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

COUNSELOR

Counselor will handle social service referrals, offer individual and small group counseling sessions, and complete required reports. Counselor will administer or assist with the administration of assessments required by the state or by the school. Counselor will coordinate activities such as open house and conferences like Parent-Teacher conferences or IEP conferences.

Minimum Qualifications: Must have Bachelor degree, Master in School Counseling or current enrollment in Master's program at an accredited institution, one year of full-time teaching or completion of supervised school counseling internship.

MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Minimum Qualifications: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred.



15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The district will practice accounting and business procedures that are considered generally accepted and will participate in the financial portion of the Arkansas Public School Computer Network (APSCN). The financial records will also be subject to audit annually through the State Division of Legislative Audit.

The budget will be developed before 20 June and approved by the RTCCS Board of Directors by 30 June. Once approved, the budget will be submitted to the Arkansas Department of Education by 01 September.

The Director will present a financial report at each of the monthly RTCCS Board of Directors meeting. The financial report will compare budget to actual expenditures and used as a tool to ensure the fiscal stability of the charter.

The business office will be responsible for the financial operations of the district and will be under the direct supervision of the director. The district will employ a financial officer/bookkeeper who will be responsible for the overall day to day financial operations of the district. This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc. Multiple approvals and signatures will be required on all transactions. Monthly reconciliations, periodic checks of procedural guidelines as well as other measures will be in place to insure the integrity of the schools financial system.

A purchase order system will be used for all purchases required for the district. Purchases less than or equal to five hundred dollars will require the signature and approval of the principal and the bookkeeper. Purchases greater than five hundred dollars and less than or equal to ten thousand dollars will require the signature of the director and bookkeeper. Purchases in excess of ten thousand will require board approval and the signature of the director and board president. A list of all purchases made since the last board meeting will be presented to the RTCCS Board of Directors at each of the monthly meetings.

All legal and contractual agreements concerning loans and bonds, facilities (purchase or lease of land, buildings, equipment, etc.), investments, etc. will be approved by the board and signed by the director and board president no matter the cost.

No lease will be entered into unless it is approved by the Commissioner of Education as long as the Commissioner of Education's approval is required by the Arkansas Department of Education. All lease agreements shall be evidenced by a lease or sublease agreement and be approved by the Board of Directors and signed by the Director after the lease has been approved by the Commissioner of Education. The lease agreement shall identify all the terms and conditions of the lease.

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 than 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:

RTCCS completed the budget template. Several factors influenced the preparation of the budget. Keep Redfield Middle School (KRMS), a 501(c)(3) entity, owns the building where the proposed charter would be located. KRMS is willing to lease the facility along with the gym to RTCCS for \$1000 a month. Since KRMS has gotten the facility, donations have also been coming in to the school. The facility has teachers' desks, computers, cafeteria tables, microwaves, printers, file cabinets, and office chairs already in the facility along with over 200 student desks. The cafeteria has been renovated and received approval by the Health Department. All of these donations are available to RTCCS for use in the charter school at no additional cost. This has greatly reduced the start-up cost for RTCCS for a grade 5 through grade 8 middle school. We understand that standing up a school is a challenge - especially financially.

RTCCS considered two different scenarios. Both scenarios did not take into consideration any grants potentially awarded to RTCCS or any other sources of funding. These calculations were done by members of the board that have financial expertise. Mrs. Ann Tuck-Rowan has over 20 years of experience in corporate and government budget planning, procurement estimates, and analysis. Mr. Larry O'Briant has over 40 years of experience and has served as a middle school/high school principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at Southeast Arkansas College (SEARK) in Pine Bluff.

The first scenario was based on applications to attend the school being relatively close to the maximum number of students during our first year of operation (200). RTCCS believes the minimum number of students who must attend the charter in order for the school to be financially viable as proposed in this application is 184. RTCCS asserts the school would be financially viable and prepared to address any unexpected, but necessary and possibly urgent expenses if 5% of the revenue remained after projected expenditures. RTCCS calculated 5% of the Total State Charter School Aid for 200 students which is \$69,350. The budget shows Net Revenue over Expenditures of \$179,250 for the first year of operation. We subtracted the \$69,350 from the \$179,250 resulting in \$109,900 as the amount of revenue that could be lost but would leave RTCCS viable. To calculate the number of students, we divided \$109,900 by \$6,646 (State Foundation Funding per student) resulting in 16.

RTCCS will focus heavily on recruiting beginning as soon as authorization is received. Our goal will be to

surpass the 184 student count by 15 July. RTCCS will use a variety of methods for recruitment such as web site, advertisements, open house, public meetings in areas surrounding the charter school, and mailed and posted flyers. If the goal of 184 enrolled students is not met by 15 July, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charter schools, and staff at the Arkansas Department of Education that the school has not met its goal and the scheduled opening may be at risk on the first work day following the 15 July deadline. If fewer than 184 enroll before 01 August, RTCCS 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.

If RTCCS recruits between 184 students and 200 students but they do not arrive when school starts, RTCCS will use information from their enrollment forms to contact the students that are missing to determine their status. Charter leaders will make every attempt to get these students to attend the charter. In preparation for the potential outcome of having less than 184 students show up, charter leaders will develop a contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school. These reductions will remain in place until enough students are attending to put the funding back on track. This contingency plan will be a priority and will be developed by the Director/Principal along with the RTCCS Board of Directors once authorization has been received and the Director/Principal has been hired. Funds that directly affect the schools ability to provide the education program outlined (e.g. books, assessments, salaries) in this application will be adjusted as a last resort.

The second scenario was based on a low number of applications being submitted to attend the charter. RTCCS developed a second budget for this scenario based on twenty-eight (28) students in a combined 5th/6th grade class and thirty (30) students in a combined 7th/8th grade class. Many different areas of the budget were reworked to reduce the amount of expenditures (e.g. number of teaching staff, salaries for budgeted staff, not offering transportation). A copy of this budget has been included as part of the RTCCS application as the last document in the application package. Based on this scenario, RTCCS could operate with fifty-eight (58) students. RTCCS would need to work with the ADE to have the flexibility to restructure class structure and staffing.

For this scenario, if fifty-eight (58) students are not enrolled by 01 May, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charter schools, and staff at the Arkansas Department of Education that the school is not on track to meet its goal and the scheduled opening may be at risk on the first work day following the 01 May deadline. RTCCS would begin working with the ADE to restructure classes and staffing. If fewer than fifty-eight (58) students enroll before 31 May, RTCCS 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.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

RTCCS shall prepare an annual certified audit of the financial condition and transactions of our school on or before 30 June each year in accordance with auditing standards generally accepted in the United State and Government Auditing Standards issued by the Comptroller General of the United States. The audit will also contain any other data as determined by the State Board for all public schools.

RTCCS will work with the Division of Legislative Auditor to prepare the required annual financial audit for our school. The RTCCS Board of Directors will review the scope and results of the audit. Any identified

consequential irregularities and any identified weaknesses will be reported to the Board of Directors. The Board of Directors will be responsible for developing a corrective action plan to address items noted by the auditor.

RTCCS will adhere to the practices below to ensure programmatic quality:

1. Continuous in-house academic program assessment
2. Ensure appropriate action is taken as issues related to school programs arise
3. Annual creation of a School Improvement Plan to identify and address areas that may be lacking
4. Review of curriculum to ensure its alignment with Common Core state standards

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

- Yes
 No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

RTCCS will be located at 101 School Street in Redfield, AR. This facility was used as a school until June 2013. It was purchased by Keep Redfield Middle School and is currently serving as a community center for Redfield. The facility is being used for a General Equivalency Diploma (GED) class and by organizations such as Boy Scouts and the Redfield Athletic Association. A basketball camp was held in June 2015 and an Archery Class by the Arkansas Game and Fish Commission was held in July 2015.

It has eight (8) large rooms that could be used as classrooms, a gym, a cafeteria, an auditorium with a stage, and several other rooms that could be used as a library, computer lab, and office spaces.

There are no known establishments within a half mile of the land that participate in the sale of alcohol. RTCCS will not allow students into the buildings until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

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:

Keep Redfield Middle School owns the proposed facility.

- (1) Currently there are no known relationships between the members of the entity that owns the land and the members of the local board of the public school district where the proposed open-enrollment public charter school will be located.
- (2) Currently there are no known relationships between the owners of the proposed facility and the employees of the public school district where the proposed open-enrollment public charter school will be located.
- (3) Currently there is one (1) member of the board of the entity that owns the facility that is a member of the RTCCS Board of Directors. Todd Dobbins serves on both boards.
- (4) Currently there is one (1) member of the board of the entity that owns the facility that is a member of the RTCCS Board of Directors. Todd Dobbins serves on both boards.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- Yes
 No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The leased facility will need to have an ADA compliant bathroom built in the facility. The lessor will remodel and provide ADA compliant bathroom. No other issues with the facility are known at this time. There are no known establishments within a half mile of the land that participate in the sale of alcohol.

No lease will be signed until it has been approved by the Commissioner of Education.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

James Kight, Vice-President of RTCCS Board of Directors is the father of member, Amanda Kight. Mr. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, 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, or the owner(s) of the facilities (land) to be used.

Larry O'Briant, Ann Tuck-Rowan, and Ken Shollmier have no known family or financial relationships with any other RTCCS Board of Directors members, 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, or the owner(s) of the facilities (land) to be used.

Todd Dobbins, member of the RTCCS Board of Directors is the husband of Stacy Dobbins, owner of Dobbins Contracting. Dobbins Contracting may be a bidder on projects that RTCCS contracts out. Mr. Todd Dobbins is also the owner of Dobbins Trucking. Dobbins Trucking may be a bidder on projects that RTCCS contracts out if Arkansas code **§6-24-105** allows. If either of the Dobbins' companies are capable of performing the specified work, meet Arkansas code **§6-24-105** requirements, and are the lowest bid, they would be awarded the contract. Procedures will be put in place to get competitive bids on all projects and to ensure bids are confidential until being reviewed by the RTCCS Board of Directors.

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:

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of the committees with governing board delegated powers considering the proposed transaction or arrangement.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures To Address The Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts 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.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

In the event board members have a direct or indirect interest in companies that do business with the charter, RTCCS will follow Ark. Code Ann. 6-24-105.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

RTCCS will be participating in the Child Nutrition Program which includes the School Breakfast Program and the National School Lunch Program (NSLP). RTCCS plans on contracting out the preparation of the school meals. Measures will be taken to ensure meals meet the NSLP standards, guidance from the United States Department of Agriculture (USDA), and any state requirements. RTCCS plans on providing catered meals that are already

prepared from a company such as Preferred Meals, Aramark or Tisket A Tasket to our students. A Request for Proposal will be made in order that companies can bid on the food service. Companies such as these are capable of providing the students' healthy meals in the most nutritious and economical way. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians, and members of the community will have ample opportunities to be involved in the RTCCS. Parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to Charter Education Partnership (CEP), parents will be involved in the application process and in the implementation if RTCCS becomes a member.

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:

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system

of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation." *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.*, Case No. 4:82-cv-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The charter founders are citizens with a vested interest in the success of the charter school in Redfield. The efforts of RTCCS to obtain an authorization for a charter school are a grass roots movement driven by the desire of the people in the area to have a school. The families in the area are not affluent but they do value education. Once authorized, the charter school in Redfield will not only provide a choice for these families for their children's education but will also be a hub of activity for all members of the communities in the area. RTCCS will cultivate a strong relationship between its students and the members of the surrounding communities by providing community support opportunities for the students. Nurturing a strong bond between the communities in the area and the students will create even stronger support for the school. RTCCS has only been able to get as far as we are in the authorization process due to citizens in the area willing to donate their time, money, and support to the pursuit of obtaining a charter school.

The RTCCS Board of Directors has developed procedures and policies to ensure accountability for managing the finances of the school. Our purchasing policy is outlined earlier in this application. We are and will be fiscally responsible. RTCCS will work with the ADE and the Arkansas Public School Resource Center (APSRC) to ensure we leverage their knowledge and expertise. RTCCS also has members with years of experience developing and managing a budget as well as experience in dealing with unexpected expenses and budget cuts.

Given the opportunity, RTCCS will prove to be successful and sustainable charter school.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Superintendent, Teacher, Administrator Licensure	Subtitle 2, Chapter 13, Section 6-13-109, Section 15.01 of the ADE Standard for Accreditation.	<p>RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standard for Accreditation. This request along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.</p> <p>C. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School District Boards of Directors Generally	Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq. except for section 6-13-622	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws. RTCCS board meeting will be held in accordance with RTCCS Bylaws.</p>		
Adoption of Policy	Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by "certified employees" before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning "certified employees" under Section "G" on the following page. Instead, RTCCS will require a vote by "classified employees" (as defined in Section 6-13-1302).</p>		
School Elections	Subtitle 2, Chapter 14, Section 6-14-101 et seq	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Qualified Teachers in Every Public School Classroom	Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004 and Section 15.02 and 15.03 of the Standards for Accreditation and the ADE Rules Governing Educator Licensure	RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of Page 44 of 49 2001).		
Safe, Equitable, and Accountable Public Schools	Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and Section 19.03 of the ADE Rules Governing the Standards for Accreditation	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.		
Daily Planning Period, and "Duty-free_lunch	Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114 and 6-17-111	RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Non-instructional Duties	Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.</p>		
Salaries	Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-201(c)(2), 6-17-2203, and 6-17-2403:	<p>RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.</p>		
Committee for Each School District	Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203:	<p>RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Employment of Certified Personnel	Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an "at-will" basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.</p>		
Public school Principals - Qualifications and Responsibilities	Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302:	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an "at-will" basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Certification - Waiver	Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).</p>		
Certification Generally	Subtitle 2, Chapter 17, Subchapter 4 and ADE Rules Governing the Superintendent Mentoring Program, Ark. Code 6-17-401, Ark. Code 6-17-427	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).</p>		
Twelve-Month Contracts for Vocational Agricultural Teachers	Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802:	RTCCS seeks exemption from this portion of the Education Code.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Definitions	Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).		
Teachers' Salary Fund	Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors		
Warrants Void Without Valid Certificate and Contract	Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919:	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "atwill" basis.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Teachers' Minimum Sick Leave Law	Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.	<p>RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle2, Chapter 17, Subchapter 13, Section 6-17-1302.</p>		
Teacher Fair Dismissal Act	Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.	<p>RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program.</p> <p>Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.</p>		
Public School Employee Fair Hearing Act	Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS classified employees will be employed on an "at-will" basis. Classified employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Directors.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Classified School Employee Minimum Salary Act	Subtitle 2, Chapter 17, Subchapter 22, Section 6-17-2201 et seq.	<p>RTCCS seeks exemption from this portion of the Education Code along with Sections 5 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an "at-will" basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver "X" immediately below.</p>		
Personnel Policy Law for Classified Employees	Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Teacher Compensation Program of 2003	Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq., 6-17-201(a), and Sections 4 and 6 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.	RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.		
Public School Student Services Act	Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Section 3.01.1 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed and will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise		
Transportation	Subtitle 2, Chapter 19:	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Leased Academic Facilities	Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted and Talented Children	Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-109; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) ("Monitoring of expenditures"); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS Middle School. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS Middle School will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Special Needs Funding	Subtitle 2, Chapter 48, Subchapter 10, Section 6-48-101 et seq.: An Act to Improve the Effectiveness of Public School Alternative Learning Environment and Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.		
Graduation Requirements	Section 14.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	RTCCS seeks a waiver of the provisions of Section 14.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts which require schools to offer the full thirty-eight (38) units of course offerings to each student. RTCCS would like to introduce the thirty-eight (38) units incrementally as each grade is added while we grow from a 5th through 8th grade school our first year of operation to a 5th through 12th grade school. All 38 units of course offerings will be available when 12th grade is added.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Uniform Dates for Beginning and Ending of School Year	Ark. Code Ann 6-10-106(a) (1)(A)	RTCCS would like the flexibility to determine the beginning and ending date based on the educational needs of our students. We will comply with ACA 6-10-106(a)(1)(A) the first year of operations but may deviate starting in our second year of operation.		
Student/Teacher Interaction	Section 10.0.1.1 and 10.0.2.2 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and Ark. Code Ann 6-10-108	RTCCS has an extended school day and may accomplish the required student/teacher Interaction time in less than 178 days. RTCCS is requesting this waiver to allow the flexibility needed to meet instructional requirements and to be fiscally responsible. The first year of operation will be 178 days of interaction, but following years may be adjusted to best serve the students.		
Media Specialist	Ark. Code Ann 6-25-101 et seq. and Section 16.02 ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.	RTCCS will have a media center but is asking for a waiver for the media specialist requirement during the first year of operation. Teachers, Counselor, and administrative assistant will assist students in the media center as needed during the first year of operation.		

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 30 2013

REDFIELD TRI-COUNTY CHARTER SCHOOL
C/O ELIZABETH A TUCK-ROWAN
PO BOX 351
REDFIELD, AR 72132-0351

Employer Identification Number:
46-2965353
DLN:
17053219373013
Contact Person:
SALLY B DAVENPORT ID# 31050
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 04, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

REDFIELD TRI-COUNTY CHARTER SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

AFFIDAVIT OF PUBLICATION
STATE OF ARKANSAS
COUNTY OF JEFFERSON

I, Vicki Kelly, do solemnly swear that I am the advertising director of the White Hall Journal, a weekly newspaper have a bona fide legal circulation in Jefferson County, published in the city of White Hall, Arkansas, and that a copy of the attached legal advertisement was published in the regular and entire issue of said weekly 3 consecutive week(s), commencing with the issue dated July 8.

1st Insertion June 24 2015

2nd Insertion July 1 2015

3rd Insertion July 8 2015

4th Insertion _____ 20_____

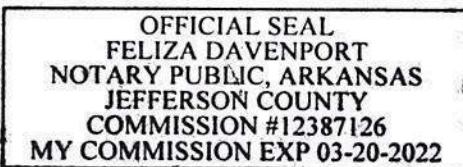
5th Insertion _____ 20_____

Signed: Tracy Stanfield

Subscribed and Sworn to before me this 16 day of July, 2015

Feliza Davenport
Notary Public

My commission Expires: 3-20-2022



COMMUNITY

QUESTIONS? Contact Teresa Bennett at tbennett@whitehalljournal.com

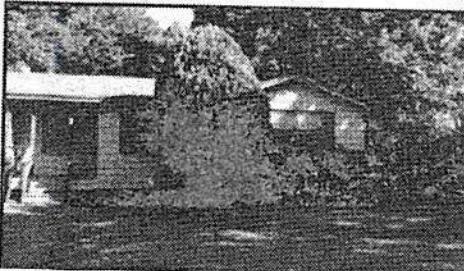
FARMERS

Continued from Page 1A

crops such as corn, cotton, grain sorghum, soybeans and rice as well as commercial vegetables should be certified, he advises. This includes okra, cucumbers, watermelons, squash, southern peas and sweet potatoe Producers

cause farmers neglected to certify their crops, said English. All crops planted by July 15 must be certified by that date, said English, but, if crops cannot be planted by July 15, FSA will consider them as "timely reported" if reported within 15 calendar days after planting is completed.

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GOT AN EVENT?

Share your news and photos with us. Send by email to tbennett@whitehalljournal.com or drop hard copies at the office, 7400 Dollarway Road, Suite E, White Hall

Heat Team forms in the fight back against Medicare fraud

Submitted by Bob Moos
for the White Hall Journal

The owner of a Houston area ambulance company receives a 97-

www.NEWHALLJOURNAL.COM

ment for motorized wheelchairs never delivered.

For too long, the crooks who were behind health care fraud were often one step ahead of law en-

forcement. The Medicare Fraud Strike Force – made up of interagency teams of investigators and prosecutors – now operates in nine areas known as

PUBLIC NOTICE
Exciting Educational Opportunity
For 5th - 8th Grade Students
in Redfield and Surrounding Areas
in Jefferson, Grant, Pulaski,
and Saline Counties
Public Meeting Being Held
To Discuss Pursuit of
Authorization For Public
Open-Enrollment Charter School

DATE: 16 July 2015 TIME: 7 PM
LOCATION: Redfield Community Center
101 School Street, Redfield, AR 72132
<http://www.redfieldtricountycharter-school.org>

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MAKING SENSE OF INVESTING

Member SIPC

Willing Workers discuss preparedness

Submitted information
for the White Hall Journal

The Grace Willing Workers Extension Homemakers Club met recently at the Centennial Fellowship Church in White Hall for their regular meeting and pot luck luncheon which was hostessed by Kaye Richardson's food group.

Patsy Brown presented the program, "Preparing for Emergencies for You and Your Family." She opened her program by stating that disasters can happen anytime and anywhere. Brown added that after a disaster, officials and relief workers will be on the scene but help could take days. "It is important that your family be prepared to cope with the emergency until help arrives," said Brown adding that families will cope better if they have a Disaster Supply Kit.

Create an emergency check list. Gather the supplies that are listed. Store items in a big container in a convenient place known to all family members. Keep a smaller version of the Disaster Supply Kit in the trunk of your car. Store water in plastic containers. Keep at least a three day supply of water for each person in your household. Store at least a three day supply of non-perishable food. The food should require no refrigeration, no preparation, and little or no water. Assemble a first aid kit for your home and one for each car. Remember family members with special needs, such as infants and elderly or disabled persons. Brown closed her program by stating the importance of having I.C.E. (in case of emergency) contacts in your cell phone.

Debbie James, club president, conducted the business session of the meet-

ing.

Community Service was discussed. Nancy Rosen, the community service project chairman thanked Dianna Winfree for creating beautiful handmade cards to circulate for their "Remembering Our Senior Citizens," project. Delores Kelley reminded members of their goal to bring 250 items for the Transformation Project. Connie Herrin instructed members during a Painted Wine Glass Workshop. Those attending were James, Linda Works, Dixie Fritz, Carolyn Harness, Rosen, Lynda Toler, Margaret Thomas, Brown and Brenda Robinson.

The club hostessed the Spring Council Garden Party. Marynell Cardin received a five year membership pin. Receiving 10 year membership pins were presented to Sabrina Self Gwin and

Ray Harness.

Rosen, Walk Across Arkansas Chairman, and Mary Ann Kizer, Jefferson County Family and Consumer Science Agent, expressed their appreciation to all who participated and presented certificates and wrist bands to the participants on all three teams.

Upcoming events discussed included a Wreath Workshop, a county Basket Weaving Workshop, a county fellowship tour to a Southern Living Showcase Home, and the Arkansas Extension Homemakers State Meeting in Hot Springs.

Guests at the meeting were: Kizer, Stacy Lockeby a guest of member Dot Dunn, and Donna McGowan a guest and daughter of member Doris Turbeville. McGowan was welcomed as a new member.

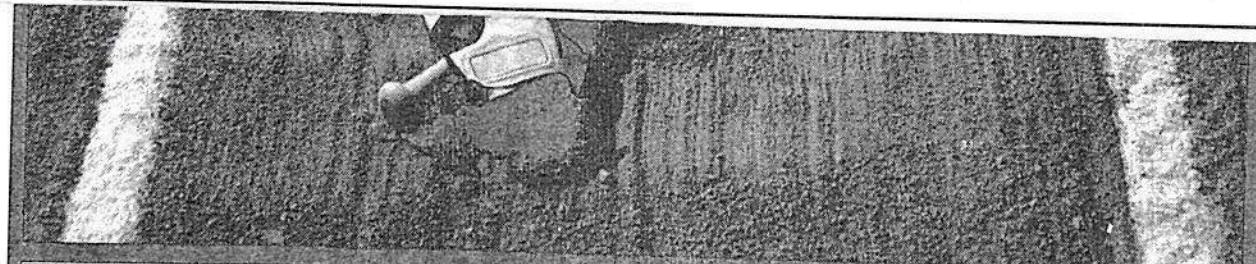
PUBLIC NOTICE

Exciting Educational Opportunity
For 5th - 8th Grade Students
in Redfield and Surrounding Areas
in Jefferson, Grant, Pulaski,
and Saline Counties

Public Meeting Being Held
To Discuss Pursuit of
Authorization For Public
Open-Enrollment Charter School

DATE: 16 July 2015 **TIME: 7 PM**

LOCATION: Redfield Community Center
101 School Street, Redfield, AR 72132
<http://www.redfieldtricountycharter-school.org>



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SPORTS

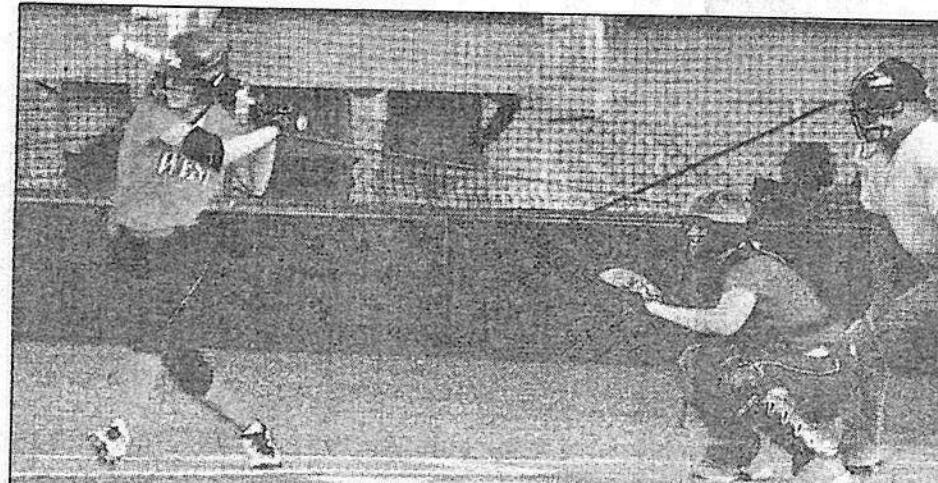
QUESTIONS? Contact Teresa Bennett at tbennett@whitehalljournal.com

Reap named to All-Star team

By Bo Rogers
for the White Hall Journal

Kayla Reap, four year starter for the White Hall Lady Bulldogs, represented the West softball team for the annual All-Star game held in Conway. The All-Star games bring the best players from around the state to compete against each other.

"I thought it was pretty cool," said Reap. "I was proud to honor White Hall and be a part of the All-Star



the things that will change will be minor.

"A lot of the things that we do practice-wise will stay the same," said Akins. "What we have done in the past has been successful. I'm also ready and willing to make changes to stay at the top of our conference. I'm always going to try to learn and find new ways to help our kids get better and stay where we've been for the past five or six years."

Akins praised the student-athletes and parents for their hard work to get

years. They were one game away from going back to the state championship game this year. The Lady Bulldogs are losing six of their starters from last year's team. Five of those six starters have signed scholarships to continue playing softball in college. Returning starters for next year's team will be senior pitcher Lauren Graves, junior first baseman Camryn Williams and sophomore second baseman Crystal McVay.

Akins said that when he

"The main reason for our success is the kids and the parents," Akins said. "They have spent a lot of hours and a lot of money going to the tournaments and taking private lessons. That's really paid off for our program. I'm very proud of them."

Returning assistant coaches will be Keith Walters and David Stroud. Akins said he is still waiting for another assistant coach to be named to the team. He also wished to thank the White Hall School District administration and the

GOT AN EVENT?

Share your news and photos with us. Send by email to tbennett@whitehalljournal.com or drop hard copies at the office, 7400 Dollarway Road, Suite E, White Hall

Local soccer teams place in Bryant summer 3v3 tournament

Teresa Bennett
White Hall Journal

The White Hall Soccer Association recently sent several teams to compete in a summer 3v3 Soccer Tournament held Satur-

sation match." Once the team realized they had to face the team that beat them earlier, Krakau said they dug deep and kept the pressure on them. They won 6-2.

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DATE: 16 July 2015 TIME: 7 PM
LOCATION: Redfield Community Center
101 School Street, Redfield, AR 72132
<http://www.redfieldtricountycharter-school.org>

RECEIPT

No. 774762

DATE 6/30/15FROM Rectfield Tri County Charter \$232.93Two hundred thirty two + 92/100 DOLLARS FOR RENT FORW/H Advertisment

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PAID		<input type="radio"/> MONEY ORDER		
DUE		<input type="radio"/> CREDIT CARD	BY	<u>18</u>

A-1152
T-4161

July 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As a business leader in the area, I believe it is important for families to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. It is my belief that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,

A handwritten signature in black ink, appearing to read "Mikki Stanley Tyler Seaton". The signature is fluid and cursive, with "Mikki Stanley" on the left and "Tyler Seaton" on the right, connected by a flourish.

Mikki Stanley/ Tyler Seaton

Mikki Stanley and Tyler Seaton Insurance Agency

REDFIELD

...WHERE THE SOUTH BEGINS

Dane Fults
Recorder/Treasurer
redfieldcity@yahoo.com

Harmon Carter
Mayor
redfield72132@gmail.com

July 22, 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As the Mayor of Redfield, I believe it is important for families in Redfield and the surrounding communities to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. Students, parents, and communities are greatly benefited whenever choice is involved in education. I feel that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,



Harmon Carter
Mayor

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
---------------	------------------------------	--------------	-----------

Allison Beasley	Redfield/Jefferson
Tyler Seaton	Redfield/Jefferson
CARL FARR	Pulaski L.R.
Jane Marsh	Redfield, Ar.
Dany Case	Redfield, Ar.
Sid Isakson	Redfield/Jefferson
Tina Roscoe	Redfield/Jefferson
Brianna Denham	East End, AR
Mar'Quin McLemore	Redfield, ID
Clementine Chafford	Woodson, Pulaski

Allison Beasley
Tyler Seaton
CARL FARR
Jane Marsh
Dany Case
Sid Isakson
Tina Roscoe
Brianna Denham
Mar'Quin McLemore
Clementine Chafford

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
---------------	------------------------------	--------------	-----------

Dawn Robbeice	Redfield
Ron Gray	Hensley
Valarie Foster	Wrightsville
D'Lane Right	Sheridan/Grant
Michelle Ferguson	Redfield
Allison Turner	Redfield
Hawna Cates	Redfield
Ron Gray	Hensley
Sandy Gray	Hensley

Dawn Robbeice
Ron Gray
Valarie Foster
D'Lane Right
Michelle Ferguson
Allison Turner
Hawna Cates
Ron Gray
Sandy Gray

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
---------------	------------------------------	--------------	-----------

Rheanna Bowers	Redfield/Jefferson	
Michael Caudell	Redfield City	
Alicia Metcalf	Redfield/Jefferson	
Mandy Tucker	Redfield	
Kathy Berry	Redfield	
Gary Walker	Redfield	
Dan Tibort	Redfield	
Cindy Mates	Redfield	
Weldell Pe	Redfield	
Kim Fug	Redfield	

Rheanna Bowers
Michael Caudell
Alicia Metcalf
Mandy Tucker
Kathy Berry
Gary Walker
Dan Tibort
Cindy Mates
Weldell Pe
Kim Fug

RTCCS School Calendar

2016-2017

August 15	1 st Quarter Begins
September 5	Labor Day Holiday – No School
October 12	1 st Quarter Ends (42 Days)
October 13	2 nd Quarter Begins
October 18	Parent/Teacher Conference (3:30 pm to 7:30 pm)
November 21-25	Thanksgiving Break – No School
December 16	2 nd Quarter Ends (42 Days)
Dec 19 thru Jan 01	Christmas Holiday – No School
January 02	3 rd Quarter Begins
January 16	Martin Luther King Holiday – No School
February 17	In-Service – No School for Students
February 20	President's Day – No School
March 10	3 rd Quarter Ends (47 Days)
March 13	4 th Quarter Begins
March 17	Parent/Teacher Conference (3:30 pm to 7:30 pm)
March 20 – 24	Spring Break
April 19	CAPS/Scheduling
April 17	No School
May 25	4 th Quarter Ends (47 Days)
May 29	Memorial Day

Calendar Contains:

- 178 Days of Teacher/Student Interaction
- 2 Parent/Teacher Conferences
- 6 Days of Scheduled In-Service
- 4 Days of Approved Teacher In-Service During Year
(June 1, 2016 to May 31, 2017)

As required by Act 1469 of 2009, any days missed due to inclement weather will be made up on the following days:

Day 1 Missed due to Inclement Weather – May 26, 2017

Day 2 Missed due to Inclement Weather – May 30, 2017

Day 3 Missed due to Inclement Weather – May 31, 2017

Day 4 Missed due to Inclement Weather – June 01, 2017

Day 5 Missed due to Inclement Weather – June 02, 2017

5th Grade Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
7:25-7:55	Optional	Peer Tutoring				
		Announcements/ Character Counts/ Journaling				
8:00-8:15						
8:20-9:20		Block1	Block1	Block1	Block1	Block1
9:25 - 10:25		Block2 Rotation Art/PE/Health and Safety/ Reading/ Library				
10:30-11:00						
11:05-11:25		Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:30		Block3	Block3	Block3	Block3	Block3
12:35-1:35		Block4	Block4	Block4	Block4	Block4
1:40 - 2:40		Block5	Block5	Block5	Block5	Block5
2:45 - 3:45		Block6	Block6	Block6	Block6	Block6
3:45 - 4:15		Flex	Flex	Flex	Flex	Flex
4:20		End of Day				

*Flex time can be used for additional tutoring by teachers/peers, guest speakers, club meetings, etc.

6th, 7th, 8th Grade Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
7:25-7:55	Optional	Peer Tutoring				
8:00-8:15		Announcements/ Character Counts/ Journaling				
8:20-9:20		Block1	Block1	Block1	Block1	Block1
9:25 - 10:25		Block2	Block2	Block2	Block2	Block2
10:30-11:30		Block3	Block3	Block3	Block3	Block3
11:35-11:55		First Lunch				
12:00-12:20		Second Lunch				
11:30-12:30		Block4A	Block4A	Block4A	Block4A	Block4A
12:25-1:35		Block4B	Block4B	Block4B	Block4B	Block4B
1:40 - 2:40		Block5	Block5	Block5	Block5	Block5
2:45 - 3:45		Block6	Block6	Block6	Block6	Block6
3:45 - 4:15		Flex	Flex	Flex	Flex	Flex
4:20		School Dismissed				

*Flex time can be used for additional tutoring by teachers/peers, guest speakers, club meetings, etc.

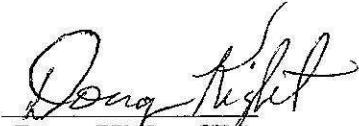
**DOUG KIGHT, CPA
LITTLE ROCK, ARKANSAS**

July 23, 2015

**Board of Directors
Redfield Tri-County Charter School
Redfield, AR 72132**

I have reviewed the accompanying budget prepared by the Redfield Tri-County Charter School reporting budget estimates for the fiscal years 2016-2017 and 2017-18.

Based on this review, I believe the budget presents accurately, based on information currently available, estimates of Revenue and Expenditures for the fiscal years ending in 2017 and 2018.



Doug Kight
Doug Kight, CPA

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Director/Principal	1	\$58,000.00	1	\$60,000.00
2	Administrative Assistant	1	\$26,500.00	1	\$27,000.00
3	Principal	0	\$0.00	1	\$50,000.00
4					
5					
6					
7	Subtotal:		\$84,500.00		\$137,000.00
8	Fringe Benefits (rate used <u>30%</u>)		\$25,350.00		\$41,100.00
9	Total Administration:		\$109,850.00		\$178,100.00

Regular Classroom Instruction:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
10	Teachers	10	\$37,750.00
11	Aides	4	\$19,000.00
12	Subtotal:		\$453,500.00
13	Teacher Fringe Benefits (rate used <u>30%</u>)		\$113,250.00
14	Aide Fringe Benefits (rate used <u>30%</u>)		\$22,800.00
15	Total Regular Classroom Instruction:		\$589,550.00
			\$760,890.00

Special Education:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
16	Teachers	1	\$39,000.00
17	Aides	0	0
18	Subtotal:		\$39,000.00
19	Teacher Fringe Benefits (rate used <u>30%</u>)		\$11,700.00
20	Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00
21	Total Special Education:		\$50,700.00
			\$53,625.00

Gifted and Talented Program:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
22	Teachers	0	\$0.00
23	Aides	0	\$0.00
24	Subtotal:		\$0.00
25	Teacher Fringe Benefits (rate used <u>30%</u>)		\$0.00
26	Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00
27	Total Gifted and Talented Program:		\$0.00
			\$0.00

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers	0	\$0.00	0	\$0.00
29 Aides	0	\$0.00	0	\$0.00
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

	2016-2017 No. FTEs	2017-2018 No. FTEs
34 List Positions		
35 No funds budgeted due to waiver	0	\$0.00
36 _____	_____	_____
37 _____	_____	_____
38 _____	_____	_____
39 Subtotal:		\$0.00
40 Fringe Benefits (rate used <u>30%</u>)		\$0.00
41 Total English Language Learner Program:		\$0.00

Guidance Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
42 List Positions		
43 Counselor	1	\$39,000.00
44 _____	_____	_____
45 _____	_____	_____
46 _____	_____	_____
47 Subtotal:		\$39,000.00
48 Fringe Benefits (rate used <u>30%</u>)		\$11,700.00
49 Total Guidance Services:		\$50,700.00
		\$41,250.00
		\$12,375.00
		\$53,625.00

Health Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
50 List Positions		
51 To Be Contracted Out	0	\$0.00
52 _____	_____	_____
53 _____	_____	_____
54 _____	_____	_____
55 Subtotal:		\$0.00
56 Fringe Benefits (rate used <u> </u>)		\$0.00
57 Total Health Services:		\$0.00

Media Services:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	Salary	No. FTEs	Salary
58	Media Specialist			0.5	\$41,250.00
59					
60					
61					
62					
63	Subtotal:				\$20,625.00
64	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$6,187.50
65	Total Media Services:		\$0.00		\$26,812.50

Fiscal Services:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
66	Bookeeper	1	\$32,500.00
67			1
68			
69			
70			
71	Subtotal:		
72	Fringe Benefits (rate used <u>30%</u>)	\$32,500.00	\$33,500.00
73		\$9,750.00	\$10,050.00
	Total Fiscal Services:	<u>\$42,250.00</u>	<u>\$43,550.00</u>

Maintenance and Operation:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
74	Custodial to be contracted out	0	\$0.00
75	_____	_____	_____
76	_____	_____	_____
77	_____	_____	_____
78	_____	_____	_____
79	Subtotal:	_____	_____
80	Fringe Benefits (rate used <u>30%</u>)	_____	_____
81	Total Maintenance and Operation:	_____	_____

Pupil Transportation:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
82	To Be Contracted Out	0	\$0.00
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Subtotal:	\$0.00	\$0.00
88	Fringe Benefits (rate used <u>30%</u>)	\$0.00	\$0.00
89	Total Pupil Transportation:	\$0.00	\$0.00

Food Services:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	Salary	No. FTEs	Salary
90	To Be Contracted Out	0	\$0.00	0	\$0.00
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
97	Total Food Services:		<u>\$0.00</u>		<u>\$0.00</u>
Data Processing:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	No. FTEs	No. FTEs	No. FTEs
98	To Be Contracted Out	0	\$0.00	0	\$0.00
99	_____	_____	_____	_____	_____
100	_____	_____	_____	_____	_____
101	_____	_____	_____	_____	_____
102	_____	_____	_____	_____	_____
103	Subtotal:		\$0.00		\$0.00
104	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
105	Total Data Processing:		<u>\$0.00</u>		<u>\$0.00</u>
Substitute Personnel:		2016-2017	2016-2017	2017-2018	2017-2018
		No. FTEs	No. FTEs	No. FTEs	No. FTEs
106	Number of Certified Substitutes	0	0	0	\$0.00
107	Number of Classified Substitutes	0	0	0	\$0.00
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
111	Total Substitute Personnel:		<u>\$0.00</u>		<u>\$0.00</u>
112	TOTAL EXPENDITURES FOR SALARIES:		<u>\$843,050.00</u>		<u>\$1,116,602.50</u>

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#	2016-2017	2016-2017 Amount:	2017-2018 Amount:
1	No. of Students <u>200</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,329,200.00</u>	
2	No. of Students <u>200</u> x <u>\$26.00</u> Professional Development	<u>\$5,200.00</u>	
3	No. of Students <u>100</u> x <u>\$526.00</u> eligible rate* NSL Funding	<u>\$52,600.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	<hr/>		
	2017-2018		
6	No. of Students <u>250</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,661,500.00</u>	
7	No. of Students <u>250</u> x <u>\$26.00</u> Professional Development	<u>\$6,500.00</u>	
8	No. of Students <u>125</u> x <u>\$526.00</u> eligible rate* NSL Funding	<u>\$65,750.00</u>	
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u>\$1,387,000.00</u>	<u>\$1,733,750.00</u>

Other Sources of Revenues:

*(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS
LISTED AS OTHER SOURCES OF REVENUE)*

12	Private Donations or Gifts	<u>\$85,000.00</u>	
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15			
16	Total Other Sources of Revenues:	<u>\$85,000.00</u>	
17	TOTAL REVENUES:	<u>\$1,472,000.00</u>	<u>\$1,733,750.00</u>

EXPENDITURES

Administration:

18	Salaries and Benefits	2016-2017 Amount:	2017-2018 Amount:
	Purchased Services - List Vendors Below		
19	V - AD 1 Copier Lease	<u>\$6,000.00</u>	<u>\$6,000.00</u>
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$5,000.00</u>
25	Equipment		
	Other (List Below)		
26			
27			
28			
29			
30			
31	Total Administration:	<u>\$118,850.00</u>	<u>\$189,100.00</u>

		2016-2017 Amount:	2017-2018 Amount:
32	Salaries and Benefits	\$589,550.00	\$760,890.00
33	Purchased Services - List Vendors Below		
34	V - CI 1		
35	V - CI 2		
36	V - CI 3		
37	V - CI 4		
38	V - CI 5		
39	Supplies and Materials	\$1,000.00	\$1,000.00
40	Equipment	\$2,500.00	\$2,500.00
41	Other (List Below)		
42	Textbooks	\$80,000.00	\$22,000.00
43	Student Desks (200+ Donated)	\$0.00	\$5,000.00
44	Teacher Desks (Donated)	\$0.00	\$0.00
45	Total Regular Classroom Instruction:	\$673,050.00	\$791,390.00
46	Special Education:		
47	Salaries and Benefits	\$50,700.00	\$53,625.00
48	Purchased Services - List Vendors Below		
49	V - SE1		
50	V - SE 2		
51	V - SE 3		
52	V - SE 4		
53	V - SE 5		
54	Supplies and Materials	\$1,000.00	\$1,250.00
55	Equipment		
56	Other (List Below)		
57			
58			
59	Total Special Education:	\$51,700.00	\$54,875.00
60	Gifted and Talented Program:		
61	Salaries and Benefits	\$0.00	\$0.00
62	Purchased Services - List Vendors Below		
63	V - GT1 Gifted and Talented Contractor	\$20,000.00	\$20,000.00
64	V - GT2		
65	V - GT3		
66	V - GT4		
67	V - GT5		
68	Supplies and Materials	\$1,000.00	\$1,000.00
69	Equipment		
70	Other (List Below)		
71			
72			
73	Total Gifted and Talented Program:	\$21,000.00	\$21,000.00

Alternative Education Program/ Alternative Learning Environments:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
75	Purchased Services - List Vendors Below		
76	V - ALE1 No Fundes Due to Waiver Request		
77	V - ALE2		
78	V - ALE3		
79	V - ALE4		
80	V - ALE5		
81	Supplies and Materials		
82	Equipment		
83	Other (List Below)		
84			
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>

English Language Learner Program:

88	Salaries and Benefits	\$0.00	\$0.00
89	Purchased Services - List Vendors Below		
90	V - ELL1		
91	V - ELL2		
92	V - ELL3		
93	V - ELL4		
94	V - ELL5		
95	Supplies and Materials	\$1,000.00	\$1,000.00
96	Equipment		
97	Other (List Below)		
98	Stipend for ELL Duties	\$1,000.00	\$1,000.00
99			
100			
101	Total English Language Learner Program:	<u>\$2,000.00</u>	<u>\$2,000.00</u>

Guidance Services:

102	Salaries and Benefits	\$50,700.00	\$53,625.00
103	Purchased Services - List Vendors Below		
104	V - GS1		
105	V - GS2		
106	V - GS3		
107	V - GS4		
108	V - GS5		
109	Supplies and Materials		
110	Equipment		
111	Other (List Below)		
112			
113			
114			
115	Total Guidance Services:	<u>\$50,700.00</u>	<u>\$53,625.00</u>

		2016-2017 Amount:	2017-2018 Amount:
116	Salaries and Benefits	\$0.00	\$0.00
117	Purchased Services - List Vendors Below		
V - HS1	Nurse (Contracted)	\$20,000.00	\$21,000.00
V - HS2			
V - HS3			
V - HS4			
V - HS5			
122	Supplies and Materials	\$1,000.00	\$1,000.00
123	Equipment	\$2,000.00	\$1,500.00
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:	\$23,000.00	\$23,500.00
130	Salaries and Benefits	\$0.00	\$26,812.50
131	Purchased Services - List Vendors Below		
V - MS1			
V - MS2			
V - MS3			
V - MS4			
V - MS5			
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:	\$0.00	\$26,812.50
144	Salaries and Benefits	\$42,250.00	\$43,550.00
145	Purchased Services - List Vendors Below		
V - FS1	Curriculum Specialist	\$4,000.00	\$4,000.00
V - FS2			
V - FS3			
V - FS4			
V - FS5			
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153	Software	\$10,000.00	\$10,000.00
154			
155			
156			
157	Total Fiscal Services:	\$56,250.00	\$57,550.00

	Maintenance and Operation:	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 <u>Custodian Contract</u>	\$9,000.00	\$10,000.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials	\$2,000.00	\$2,400.00
165	Equipment	\$1,000.00	\$1,000.00
166	Other (List Below)		
167	<u>Utilities (Gas,Water,Electric,Phone, Waste Mgt)</u>	\$33,000.00	\$35,000.00
168			
169			
170			
171	Total Maintenance and Operation:	<u>\$45,000.00</u>	<u>\$48,400.00</u>
	Pupil Transportation:		
172	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 <u>Bus Drivers (2 part-time contracted)</u>	\$12,000.00	\$12,000.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials	\$5,000.00	\$5,000.00
179	Equipment	\$3,500.00	\$3,500.00
180	Other (List Below)		
181	<u>2 Used Buses</u>	\$23,000.00	\$0.00
182	<u>Gasoline for Buses</u>	\$15,000.00	\$16,000.00
183			
184			
185	Total Pupil Transportation:	<u>\$58,500.00</u>	<u>\$36,500.00</u>
	Food Services:		
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 <u>Food Contract</u>	\$77,000.00	\$92,200.00
188	V - FD2 <u>Cafeteria Workers (2 part-time for 1 FTE Cntr)</u>	\$8,000.00	\$8,000.00
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
194	Other (List Below)		
195	<u>Cafeteria Tables and Seating (Donated)</u>	\$0.00	\$0.00
196			
197			
198			
199	Total Food Services:	<u>\$85,000.00</u>	<u>\$100,200.00</u>

		2016-2017 Amount:	2017-2018 Amount:
200	Salaries and Benefits	\$0.00	\$0.00
201	Purchased Services - List Vendors Below		
V - DP1	<u>IT Support Contract</u>	<u>\$20,000.00</u>	<u>\$22,000.00</u>
V - DP2	_____		
V - DP3	_____		
V - DP4	_____		
V - DP5	_____		
206	Supplies and Materials	\$3,000.00	\$2,000.00
207	Equipment	\$15,000.00	\$10,000.00
208	Other (List Below)		
209	<u>Internet Service</u>	<u>\$2,500.00</u>	<u>\$2,500.00</u>
210	<u>Printers (9 Donated for first year)</u>	<u>\$0.00</u>	<u>\$1,500.00</u>
211	<u>Computers - Donated 1st year & new 2nd</u>	<u>\$0.00</u>	<u>\$40,000.00</u>
212	<u>Computer Software Licenses</u>	<u>\$2,500.00</u>	<u>\$3,000.00</u>
213	<u>IPADs/Tablets</u>	<u>\$0.00</u>	<u>\$15,000.00</u>
	Total Data Processing:	<u>\$43,000.00</u>	<u>\$96,000.00</u>

		2016-2017 Amount:	2017-2018 Amount:
214	Salaries and Benefits	\$0.00	\$0.00
215	Purchased Services - List Vendors Below		
V - SB1	<u>3 Substitutes @75 per day avg 2 days per wk</u>	<u>\$16,200.00</u>	<u>\$0.00</u>
V - SB2	<u>4 Substitutes @75 per day avg 2 days per wk</u>	<u>\$0.00</u>	<u>\$21,600.00</u>
V - SB3	_____		
V - SB4	_____		
V - SB5	_____		
220	Total Substitute Personnel:	<u>\$16,200.00</u>	<u>\$21,600.00</u>

		2016-2017 Amount:	2017-2018 Amount:
221	Lease/Purchase Contract for One Full Year	\$12,000.00	\$12,000.00
222	Facility Upgrades - List Upgrades Below		
	<u>Leased Modular Buildings (not needed 1st yr)</u>	<u>\$0.00</u>	<u>\$14,000.00</u>
223	<u>Hauling, Setup, Steps&Ramps for Mod Bldgs</u>	<u>\$0.00</u>	<u>\$7,500.00</u>
224	<u>Handicap Accessible Restroom KRMS Provide</u>	<u>\$0.00</u>	<u>\$0.00</u>
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	\$3,000.00	\$3,500.00
230	Content Insurance for One Full Year	\$4,000.00	\$4,000.00
231	Total Facilities:	<u>\$19,000.00</u>	<u>\$41,000.00</u>

Debt Expenditures:

List Debts Below

232
233
234

Total Debts:**2016-2017 Amount:** **2017-2018 Amount:**

Other Expenditures:

List Other Expenditures Below

235
236
237
238
239
240
241

TOTAL EXPENDITURES:

2016-2017	2017-2018
\$6,000.00	\$7,000.00
\$2,500.00	\$2,500.00
\$4,000.00	\$4,000.00
\$10,000.00	\$12,000.00
\$4,000.00	\$4,000.00
\$3,000.00	\$4,000.00
<u>\$1,292,750.00</u>	<u>\$1,597,052.50</u>

242

Net Revenue over Expenditures:

<u>\$179,250.00</u>	<u>\$136,697.50</u>
---------------------	---------------------

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Keep Redfield Middle School

Lessee(Tenant): Redfield Tri-County Charter School

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:

It is currently serving as a community center for Redfield. It is being used for a GED class and Head Start program.

Address of Premises: 101 School Street, Redfield, AR 72132

Square Footage: 8000 sq ft plus gym

Terms of Lease: 1 yr renewable lease, RTCCS pays utilities

Rental Amount: \$1000 per month

Contingency: The terms of this agreement are contingent upon
Redfield Tri-County Charter School

Sponsoring Entity
receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Redfield Tri-County Charter School

By: Amy O'Dowd Date 7-22-15

Lessor: Keep Redfield Middle School

By: [Signature] Date 7-24-15

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

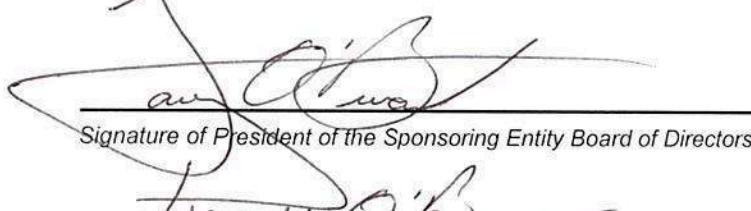
The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

7-22-15

Date



Printed Name

01 June 2015

Arkansas Department of Education

Charter and Home Schools Office

Four Capitol Mall

Little Rock, AR 72201

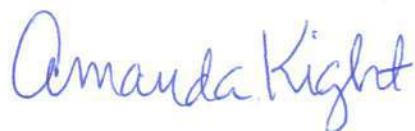
To Whom It May Concern:

Redfield Tri-County Charter School (RTCCS) Board of Directors is a board of educators and citizens of Redfield and surrounding tri-county communities. RTCCS intends to submit an application for an open-enrollment charter school in the White Hall School District. The school will be located at 101 School Street, Redfield, AR and will be named Redfield Tri-County Charter School. RTCCS has been authorized by the Arkansas Secretary of State to transact business in the State of Arkansas as a Non-Profit Corporation and has received exemption under Section 501(c)(3) of the Internal Revenue Code.

RTCCS anticipates serving grades 5-8 with a maximum enrollment of 200 students in year one. RTCCS intends to add one grade a year for a maximum enrollment of grades 5-12 of 400 students. RTCCS will prepare students to continue their education or enter the work force after graduating high school. This preparation will be built on a solid foundation of common core curriculum combined with elements of Science, Technology, Engineering, and Mathematics (STEM) and College- and Career- Readiness. RTCCS students will also be taught character values and will be involved in community service projects.

The contact for RTCCS is Amanda Kight, 714 Osage Drive, Redfield, AR 72132. Phone: 501-766-0082 or 870-540-3651. Email: redfieldtricountycharterschool@gmail.com

Sincerely,



Amanda Kight, Secretary

Redfield Tri-County Charter School

Cc: Dr. Larry Smith – White Hall School District



Ann Rowan <redfieldtricountycharter school@gmail.com>

RTCCS Letter of Intent To Apply for an Open-Enrollment Public Charter School

Ann Rowan <redfieldtricountycharter school@gmail.com>
To: ade.charterschools@arkansas.gov
Cc: lesmith@whitehallsd.org

Tue, Jun 2, 2015 at 9:32 AM

Please acknowledge receipt of the RTCCS Letter of Intent To Apply for an Open-Enrollment Public Charter School by replying to this email.

If any additional information is required, I can be contacted by calling [501-766-0082](#) or [870-540-3651](#).

Amanda Kight



RTCCSLetterOfIntentForOpen-EnrollmentPublicCharterSchool.PDF

947K



Ann Rowan <redfieldtricountycharter school@gmail.com>

Notice Of Public Meeting for Proposed Charter School

Ann Rowan <redfieldtricountycharter school@gmail.com>

Fri, Jun 26, 2015 at 9:39
AM

To: lesmith@whitehallsd.org, JerrodWilliams@sheridanschools.org, jguess@pcssd.org,
phughey@dollarwayschools.org, ADE Charter Schools <ade.charterschools@arkansas.gov>,
hazelwd@wcmail.k12.ar.us, rodney.riles@pbsd.k12.ar.us

Redfield Tri-County Charter School (RTCCS) will have a public hearing on a proposed 5th-12th charter school to be located in Redfield, AR. The hearing will be on Thursday, 16 July 2015 at 7:00 PM at the Redfield Community Center located at 101 School Street, Redfield, AR 72132.



Ann Rowan <redfieldtricountycharter school@gmail.com>

Notice Of Public Meeting for Proposed Charter School

Ann Rowan <redfieldtricountycharter school@gmail.com>

Wed, Jul 1, 2015 at 10:01
AM

To: tc.wallace@pbsd.k12.ar.us, ADE Charter Schools <ade.charterschools@arkansas.gov>

----- Forwarded message -----

From: Ann Rowan <redfieldtricountycharter school@gmail.com>

Date: Fri, Jun 26, 2015 at 9:39 AM

Subject: Notice Of Public Meeting for Proposed Charter School

To: lesmith@whitehallsd.org, JerrodWilliams@sheridanschools.org, jguess@pcssd.org,
phughey@dollarwayschools.org, ADE Charter Schools <ade.charterschools@arkansas.gov>,
hazelwd@wcmail.k12.ar.us, rodney.riles@pbsd.k12.ar.us

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REDFIELD PLANNING AND ZONING COMMISSION
City of Redfield
P.O. Box 81
Redfield, AR 72132

MEMORANDUM

TO: Mayor Harmon Carter
City of Redfield

FROM: Jim Ferguson, Chairman
City of Redfield Planning and Zoning Commission

DATE: July 23, 2015

SUBJECT: 101 School Street, Redfield

Please be advised that the above referenced property located off Brodie Street, potential site for a new charter school, is correctly zoned. This property is located in Zone R2 which specifically addresses "Schools" as an acceptable and approved use within the zone.

If you have any questions or need any additional information, please contact me.



2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Director/Principal	1	\$50,000.00	1	\$52,000.00
2	Administrative Assistant/Bookkeeper	1	\$30,000.00	1	\$31,000.00
3					
4					
5					
6					
7	Subtotal:		<u>\$80,000.00</u>		<u>\$83,000.00</u>
8	Fringe Benefits (rate used <u>30%</u>)		<u>\$24,000.00</u>		<u>\$24,900.00</u>
9	Total Administration:		<u><u>\$104,000.00</u></u>		<u><u>\$107,900.00</u></u>

Regular Classroom Instruction:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
10	Teachers	3	\$34,500.00
11	Aides	1	\$17,000.00
12	Subtotal:		<u>\$120,500.00</u>
13	Teacher Fringe Benefits (rate used <u>30%</u>)		<u>\$31,050.00</u>
14	Aide Fringe Benefits (rate used <u>30%</u>)		<u>\$5,100.00</u>
15	Total Regular Classroom Instruction:		<u><u>\$156,650.00</u></u>
			<u><u>\$207,350.00</u></u>

Special Education:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
16	Teachers	0.5	\$35,000.00
17	Aides	0	\$0.00
18	Subtotal:		<u>\$17,500.00</u>
19	Teacher Fringe Benefits (rate used <u>30%</u>)		<u>\$5,250.00</u>
20	Aide Fringe Benefits (rate used <u>30%</u>)		<u>\$0.00</u>
21	Total Special Education:		<u><u>\$22,750.00</u></u>
			<u><u>\$23,400.00</u></u>

Gifted and Talented Program:

Line#	2016-2017 No. FTEs	2017-2018 No. FTEs	
22	Teachers	0	\$0.00
23	Aides	0	\$0.00
24	Subtotal:		<u>\$0.00</u>
25	Teacher Fringe Benefits (rate used <u>30%</u>)		<u>\$0.00</u>
26	Aide Fringe Benefits (rate used <u>30%</u>)		<u>\$0.00</u>
27	Total Gifted and Talented Program:		<u><u>\$0.00</u></u>
			<u><u>\$0.00</u></u>

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers	0	\$0.00	0	\$0.00
29 Aides	0	\$0.00	0	\$0.00
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

	2016-2017 No. FTEs	2017-2018 No. FTEs
34 List Positions		
35 No funds budgeted due to waiver	0	\$0.00
36 _____	_____	_____
37 _____	_____	_____
38 _____	_____	_____
39 Subtotal:	\$0.00	\$0.00
40 Fringe Benefits (rate used <u>30%</u>)	\$0.00	\$0.00
41 Total English Language Learner Program:	\$0.00	\$0.00

Guidance Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
42 List Positions		
43 Counselor	0.5	\$35,000.00
44 _____	_____	_____
45 _____	_____	_____
46 _____	_____	_____
47 Subtotal:	\$17,500.00	\$18,000.00
48 Fringe Benefits (rate used <u>30%</u>)	\$5,250.00	\$5,400.00
49 Total Guidance Services:	\$22,750.00	\$23,400.00

Health Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
50 List Positions		
51 To Be Contracted Out	0	0
52 _____	_____	_____
53 _____	_____	_____
54 _____	_____	_____
55 Subtotal:	\$0.00	\$0.00
56 Fringe Benefits (rate used <u> </u>)	\$0.00	\$0.00
57 Total Health Services:	\$0.00	\$0.00

Media Services:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
List Positions				
<u>Media Specialist Waiver Requested</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
Subtotal:		<u>\$0.00</u>		<u>\$0.00</u>
Fringe Benefits (rate used <u>30%</u>)		<u>\$0.00</u>		<u>\$0.00</u>
Total Media Services:		<u><u>\$0.00</u></u>		<u><u>\$0.00</u></u>

Fiscal Services:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
66	<u>Bookeeper - performed by admin ast</u>	<u>0</u>	<u>\$0.00</u>
67	_____	_____	_____
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	Subtotal:	<u>\$0.00</u>	<u>\$0.00</u>
72	Fringe Benefits (rate used <u>30%</u>)	<u>\$0.00</u>	<u>\$0.00</u>
73	Total Fiscal Services:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Maintenance and Operation:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
74	<u>Custodial to be contracted out</u>	0	\$0.00
75	_____	_____	_____
76	_____	_____	_____
77	_____	_____	_____
78	_____	_____	_____
79	Subtotal:	_____	_____
80	Fringe Benefits (rate used <u>30%</u>)	_____	_____
81	Total Maintenance and Operation:	_____	_____

Pupil Transportation:		2016-2017	2017-2018
	List Positions	No. FTEs	No. FTEs
82	To Be Contracted Out	0	\$0.00
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Subtotal:	\$0.00	\$0.00
88	Fringe Benefits (rate used <u>30%</u>)	\$0.00	\$0.00
89	Total Pupil Transportation:	\$0.00	\$0.00

Food Services:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	Salary	No. FTEs	Salary
90	To Be Contracted Out	0	\$0.00	0	\$0.00
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
97	Total Food Services:		<u>\$0.00</u>		<u>\$0.00</u>
Data Processing:		2016-2017	2016-2017	2017-2018	2017-2018
	List Positions	No. FTEs	No. FTEs	No. FTEs	No. FTEs
98	To Be Contracted Out	0	\$0.00	0	\$0.00
99	_____	_____	_____	_____	_____
100	_____	_____	_____	_____	_____
101	_____	_____	_____	_____	_____
102	_____	_____	_____	_____	_____
103	Subtotal:		\$0.00		\$0.00
104	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
105	Total Data Processing:		<u>\$0.00</u>		<u>\$0.00</u>
Substitute Personnel:		2016-2017	2016-2017	2017-2018	2017-2018
		No. FTEs	No. FTEs	No. FTEs	No. FTEs
106	Number of Certified Substitutes	0	0	0	\$0.00
107	Number of Classified Substitutes	0	0	0	\$0.00
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
111	Total Substitute Personnel:		<u>\$0.00</u>		<u>\$0.00</u>
112	TOTAL EXPENDITURES FOR SALARIES:		<u>\$306,150.00</u>		<u>\$362,050.00</u>

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#	2016-2017	2016-2017 Amount:	2017-2018 Amount:
1	No. of Students <u>58</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$385,468.00</u>	
2	No. of Students <u>58</u> x <u>\$26.00</u> Professional Development	<u>\$1,508.00</u>	
3	No. of Students <u>29</u> x <u>\$526.00</u> eligible rate* NSL Funding	<u>\$15,254.00</u>	
4	No. of Students <u> </u> x <u> </u> Other: <i>Explain Below</i>	<u> </u>	
5			
	<hr/>		
	2017-2018		
6	No. of Students <u>80</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$531,680.00</u>	
7	No. of Students <u>80</u> x <u>\$26.00</u> Professional Development	<u>\$2,080.00</u>	
8	No. of Students <u>40</u> x <u>\$526.00</u> eligible rate* NSL Funding	<u>\$21,040.00</u>	
9	No. of Students <u> </u> x <u> </u> Other: <i>Explain Below</i>	<u> </u>	
10			
11	Total State Charter School Aid:	<u>\$402,230.00</u>	<u>\$554,800.00</u>
	<hr/>		
	Other Sources of Revenues:		
	(<u>MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE</u>)		
12	Private Donations or Gifts	<u>\$85,000.00</u>	
13	Federal Grants (List the amount)	<u> </u>	
14	Special Grants (List the amount)	<u> </u>	
15	Other (<i>Specifically Describe</i>)	<u> </u>	
16			
17	Total Other Sources of Revenues:	<u>\$85,000.00</u>	
	<hr/>		
	TOTAL REVENUES:	<u>\$487,230.00</u>	<u>\$554,800.00</u>
	<hr/>		

EXPENDITURES

Administration:

18	Salaries and Benefits	2016-2017 Amount:	2017-2018 Amount:
	Purchased Services - List Vendors Below	<u>\$104,000.00</u>	<u>\$107,900.00</u>
19	V - AD 1	<u> </u>	
20	V - AD 2	<u> </u>	
21	V - AD 3	<u> </u>	
22	V - AD 4	<u> </u>	
23	V - AD 5	<u> </u>	
24	Supplies and Materials	<u>\$1,000.00</u>	<u>\$1,500.00</u>
25	Equipment	<u> </u>	
26	Other (List Below)	<u> </u>	
27		<u> </u>	
28		<u> </u>	
29		<u> </u>	
30		<u> </u>	
31	Total Administration:	<u>\$105,000.00</u>	<u>\$109,400.00</u>
	<hr/>		

	Regular Classroom Instruction:	2016-2017 Amount:	2017-2018 Amount:
32	Salaries and Benefits	\$156,650.00	\$207,350.00
33	Purchased Services - List Vendors Below		
34	V - CI 1		
35	V - CI 2		
36	V - CI 3		
37	V - CI 4		
38	V - CI 5		
39	Supplies and Materials	\$500.00	\$750.00
40	Equipment	\$1,000.00	\$1,500.00
41	Other (List Below)		
42	Textbooks	\$20,000.00	\$7,500.00
43	Student Desks (200+ Donated)	\$0.00	\$0.00
44	Teacher Desks (Donated)	\$0.00	\$0.00
45	Total Regular Classroom Instruction:	\$178,150.00	\$217,100.00
	Special Education:		
46	Salaries and Benefits	\$22,750.00	\$23,400.00
47	Purchased Services - List Vendors Below		
48	V - SE1		
49	V - SE 2		
50	V - SE 3		
51	V - SE 4		
52	V - SE 5		
53	Supplies and Materials	\$500.00	\$500.00
54	Equipment		
55	Other (List Below)		
56			
57			
58			
59	Total Special Education:	\$23,250.00	\$23,900.00
	Gifted and Talented Program:		
60	Salaries and Benefits	\$0.00	\$0.00
61	Purchased Services - List Vendors Below		
62	V - GT1 Gifted and Talented Contractor	\$1,500.00	\$2,000.00
63	V - GT2		
64	V - GT3		
65	V - GT4		
66	V - GT5		
67	Supplies and Materials		
68	Equipment		
69	Other (List Below)		
70			
71			
72			
73	Total Gifted and Talented Program:	\$1,500.00	\$2,000.00

Alternative Education Program/ Alternative Learning Environments:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
75	Purchased Services - List Vendors Below		
76	V - ALE1 No Fundes Due to Waiver Request		
77	V - ALE2		
78	V - ALE3		
79	V - ALE4		
80	V - ALE5		
81	Supplies and Materials		
82	Equipment		
83	Other (List Below)		
84			
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>

English Language Learner Program:

88	Salaries and Benefits	\$0.00	\$0.00
89	Purchased Services - List Vendors Below		
90	V - ELL1		
91	V - ELL2		
92	V - ELL3		
93	V - ELL4		
94	V - ELL5		
95	Supplies and Materials	\$250.00	\$250.00
96	Equipment		
97	Other (List Below)		
98	Stipend for ELL Duties	\$500.00	\$500.00
99			
100			
101	Total English Language Learner Program:	<u>\$750.00</u>	<u>\$750.00</u>

Guidance Services:

102	Salaries and Benefits	\$22,750.00	\$23,400.00
103	Purchased Services - List Vendors Below		
104	V - GS1		
105	V - GS2		
106	V - GS3		
107	V - GS4		
108	V - GS5		
109	Supplies and Materials		
110	Equipment		
111	Other (List Below)		
112			
113			
114			
115	Total Guidance Services:	<u>\$22,750.00</u>	<u>\$23,400.00</u>

		2016-2017 Amount:	2017-2018 Amount:
116	Salaries and Benefits	\$0.00	\$0.00
117	Purchased Services - List Vendors Below		
V - HS1	Nurse (Contracted)	\$7,000.00	\$7,000.00
V - HS2			
V - HS3			
V - HS4			
V - HS5			
122	Supplies and Materials	\$500.00	\$500.00
123	Equipment	\$2,000.00	\$1,000.00
124	Other (List Below)		
125			
126			
127			
128			
129	Total Health Services:	\$9,500.00	\$8,500.00
130	Salaries and Benefits	\$0.00	\$0.00
131	Purchased Services - List Vendors Below		
V - MS1	Waiver Requested		
V - MS2			
V - MS3			
V - MS4			
V - MS5			
136	Supplies and Materials		
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	Total Media Services:	\$0.00	\$0.00
144	Salaries and Benefits	\$0.00	\$0.00
145	Purchased Services - List Vendors Below		
V - FS1		\$0.00	\$0.00
V - FS2			
V - FS3			
V - FS4			
V - FS5			
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153	Software Licenses	\$4,000.00	\$4,000.00
154			
155			
156			
157	Total Fiscal Services:	\$4,000.00	\$4,000.00

	Maintenance and Operation:	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1 <u>Custodian Contract</u>	\$7,000.00	\$7,000.00
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	\$1,000.00	\$1,000.00
165	Equipment	\$1,000.00	\$500.00
	Other (List Below)		
166	<u>Utilities (Gas,Water,Electric,Phone, Waste Mgt)</u>	\$17,000.00	\$17,000.00
167	_____	_____	_____
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u>\$26,000.00</u>	<u>\$25,500.00</u>
	Pupil Transportation:		
172	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 <u>No Transportation Provided</u>	\$0.00	\$0.00
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	_____	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	<u>\$0.00</u>	<u>\$0.00</u>
	Food Services:		
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 <u>Food Contract</u>	\$22,330.00	\$31,348.00
188	V - FD2 <u>Cafeteria Worker (part-time)</u>	\$3,500.00	\$3,500.00
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	<u>Cafeteria Tables and Seating (Donated)</u>	\$0.00	\$0.00
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	<u>\$25,830.00</u>	<u>\$34,848.00</u>

		2016-2017 Amount:	2017-2018 Amount:
200	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
201	V - DP1 <u>IT Support Contract</u>	\$8,500.00	\$8,500.00
202	V - DP2 _____		
203	V - DP3 _____		
204	V - DP4 _____		
205	V - DP5 _____		
206	Supplies and Materials	\$3,000.00	\$2,000.00
207	Equipment	\$8,000.00	\$2,000.00
	Other (List Below)		
208	Internet Service	\$2,500.00	\$2,500.00
209	Printers (9 Donated)	\$0.00	\$0.00
210	Computers - Donated 1st yr/part tech refr per yr	\$0.00	\$8,000.00
211	_____		
212	_____		
213	Total Data Processing:	\$22,000.00	\$23,000.00

	Substitute Personnel:		
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 <u>1 Substitute @75 per day avg 2 days per wk</u>	\$5,500.00	\$5,500.00
216	V - SB2 _____		
217	V - SB3 _____		
218	V - SB4 _____		
219	V - SB5 _____		
220	Total Substitute Personnel:	\$5,500.00	\$5,500.00

	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$12,000.00	\$12,000.00
	Facility Upgrades - List Upgrades Below		
222	<u>Handicap Accessible Restroom KRMS Provide</u>	\$0.00	\$0.00
223	_____		
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	\$3,000.00	\$3,000.00
230	Content Insurance for One Full Year	\$4,000.00	\$4,000.00
231	Total Facilities:	\$19,000.00	\$19,000.00

Debt Expenditures:

List Debts Below

232
233
234

Total Debts:**Other Expenditures:**

List Other Expenditures Below

235
236
237
238
239
240
241

Stipend for Coaching/Clubs

Membership Fee for APSRC

Publish Annual Reports

Assessments (e.g. ACT, MAP, Career Inv)

Legal Fees

TOTAL EXPENDITURES:

242

Net Revenue over Expenditures:2016-2017 Amount: 2017-2018 Amount:

\$1,000.00	\$1,000.00
\$2,500.00	\$2,500.00
\$2,000.00	\$2,000.00
\$2,000.00	\$2,000.00
\$2,000.00	\$2,000.00
\$452,730.00	\$506,398.00

\$34,500.00 \$48,402.00*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

2014 ESEA DATA

District: WHITE HALL SCHOOL DISTRICT
LEA: 3510000
Address: 1020 W. HOLLAND AVE.
Address: WHITE HALL, AR 71602
Phone: 870-247-2196

Superintendent: LARRY SMITH
Enrollment: 2958
Attendance: 95.07
Poverty Rate: 44.19

Report created on: 10/29/2014
% Prof/Adv.
2014 Math + Literacy 81.0
2013 Math + Literacy 83.2
2012 Math + Literacy 84.4

OVERALL DISTRICT STATUS:

NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING			MATHEMATICS		
	LITERACY		Percentage	# Attempted	# Expected	Percentage
ESEA Flexibility Indicators	# Attempted	# Expected				
All Students	1621	1625	99.75	1839	1845	99.67
Targeted Achievement Gap Group	753	755	99.74	848	853	99.41
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	272	272	100.00	313	315	99.37
Hispanic	39	39	100.00	49	50	98.00
White	1237	1240	99.76	1385	1388	99.78
Economically Disadvantaged	698	700	99.71	788	793	99.37
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	167	168	99.40	166	166	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING			GROWTH -LITERACY						# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	
	PERFORMANCE -LITERACY														
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1268	1536	82.55	83.27	91.00	832	1051	79.16	86.22	93.00					
Targeted Achievement Gap Group	500	699	71.53	74.43	91.00	334	474	70.46	81.04	93.00					
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL					
All Students	3931	4675	84.09	83.27	91.00	2666	3189	83.60	86.22	93.00					
Targeted Achievement Gap Group	1575	2093	75.25	74.43	91.00	1102	1427	77.22	81.04	93.00					
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO						
African American	189	260	72.69	76.28		134	174	77.01	87.01						
Hispanic	27	36	75.00	76.47		17	27	62.96	84.48						
White	992	1171	84.71	84.39		642	802	80.05	85.98						
Economically Disadvantaged	479	649	73.81	75.92		320	440	72.73	82.23						
English Language Learners	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10	62.50						
Students with Disabilities	63	154	40.91	52.08		32	76	42.11	64.53						

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT			GROWTH -MATHEMATICS						# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	
	PERFORMANCE -MATHEMATICS														
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL					
All Students	1393	1748	79.69	87.49	92.00	640	1065	60.09	80.37	81.00					
Targeted Achievement Gap Group	542	791	68.52	79.89	92.00	234	480	48.75	73.92	81.00					
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL					
All Students	4338	5302	81.82	87.49	92.00	2160	3204	67.42	80.37	81.00					
Targeted Achievement Gap Group	1692	2335	72.46	79.89	92.00	813	1433	56.73	73.92	81.00					
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO						
African American	191	302	63.25	77.92		84	177	47.46	72.84						
Hispanic	35	46	76.09	82.59		17	27	62.96	81.90						
White	1097	1314	83.49	89.07		513	812	63.18	81.15						
Economically Disadvantaged	511	738	69.24	81.06		224	446	50.22	74.82						
English Language Learners	n < 10	n < 10	n < 10	78.57		n < 10	n < 10	n < 10	85.00						
Students with Disabilities	72	153	47.06	52.08		19	77	24.68	59.46						

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	NEEDS IMPROVEMENT			2013 AMO				90TH PCTL		
	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
ESEA Flexibility Indicators										
All Students	219	253	86.56	85.98	94.00					
Targeted Achievement Gap Group	58	77	75.32	77.40	94.00					
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL					
All Students	619	730	84.79	85.98	94.00					
Targeted Achievement Gap Group	185	243	76.13	77.40	94.00					
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO						
African American	45	47	95.74	83.60						
Hispanic	n < 10	n < 10	n < 10	85.00						
White	155	182	85.16	86.94						
Economically Disadvantaged	55	72	76.39	77.01						
English Language Learners	n < 10	n < 10	n < 10	68.42						
Students with Disabilities	10	16	62.50							