

# **Future School of Fort Smith**

Open-Enrollment Charter Application  
2015

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# 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: ( 313 ) 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: \_\_\_\_\_

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<br>2014 ESEA Report<br>Percentage Achieving or<br>Advanced | MATH<br>2014 ESEA Report<br>Percentage Achieving or<br>Advanced | Graduation Rate 2013-2014<br>2014 Report Card<br>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/<br>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<br>2014 ESEA Report<br>Percentage Achieving or Advanced | MATH<br>2014 ESEA Report<br>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/<br>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<br>2014 ESEA Report<br>Percentage Achieving or Advanced | MATH<br>2014 ESEA Report<br>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/<br>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<br>2014 ESEA Report<br>Percentage Achieving or<br>Advanced | MATH<br>2014 ESEA Report<br>Percentage Achieving or<br>Advanced | Graduation Rate 2013-2014<br>2014 Report Card<br>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/<br>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 UAFS.

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 PBI:

*'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.

| <b>GOAL</b>                         | <b>Assessment Instrument for Measuring Performance</b>                                | <b>Performance Level that Demonstrates Achievement</b>              | <b>When Attainment of the Goal Will Be Assessed</b> |
|-------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------|
| 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 strippers, 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 his 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 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 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 chartered 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<br>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 | <p>Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom</p> <p>Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel</p> <p>Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities</p> <p>Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter</p> <p>Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement</p> <p>Ark. Code Ann. §6-17-902-concerning Definition of Teacher</p> <p>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> | <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<br>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<br>U.S. Flag<br>Ark. Code Ann. §6-16-106<br>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<br>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<br>Duty Free Lunch<br>Ark. Code Ann. §6-17-117<br>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<br>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<br>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 | <p>Licensed Guidance Counselors<br/> Section 16.01 of the ADE Standards Rules<br/> ADE Rules Governing Public School Student Services<br/> Ark. Code Ann. §6-18-1001 et seq. Public School Services Act</p> | <p>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.</p>                                                                                                                                                                                                                         |                                                  |                                                     |
| School Nurses   | <p>School Nurses<br/> Ark. Code Ann. §6-18-706<br/> Ark. Code Ann. §6-18-1001 et seq.<br/> Section 16.03 of the ADE Standards Rules ADE Rules Governing Public School Services</p>                          | <p>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.</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 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|
| Superintendent | Ark. Code Ann. §6-13-109 School Superintendent<br>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           | <p>Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation</p> <p>Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act</p> <p>Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003</p> <p>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</p> | <p>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.</p>                                                                                                                                                                                                                                                                              |                                                  |                                                     |
| Business Operations | <p>Ark. Code Ann. §6-21-304 Manner of Making Purchases</p>                                                                                                                                                                                                                                                                                                                                                                    | <p>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.</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 |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|
| Student Services | <p>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</p> | <p>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.</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 |
|------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|
| 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 | 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. |                                                  |                                                     |
| Class Size       | Section 10.02 of the ADE Standards Rules (Class Size)                                                                       | 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.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                  |                                                     |

| 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  | <p>Ark. Code Ann. §6-13-109<br/>           Ark. Code Ann. §6-17-427<br/>           Sections 15.01 and 15.03 of the ADE Standards Rules<br/>           ADE Rules Governing Superintendent Mentoring Program<br/>           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</p> | <p>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.</p>                                                                              |                                                  |                                                     |
| Curriculum | <p>Ark. Code Ann. §9-03-4:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>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.</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 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|
| 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](http://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.

Letter 947

FUTURE SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

  
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**

| <b>Administrative Positions:</b> |                                 | <b>2016-2017</b> | <b>2016-2017</b> | <b>2017-2018</b> | <b>2017-2018</b> |
|----------------------------------|---------------------------------|------------------|------------------|------------------|------------------|
| <i>Line#</i>                     | <b>List Positions</b>           | <b>No. FTEs</b>  | <b>Salary</b>    | <b>No. FTEs</b>  | <b>Salary</b>    |
| 1                                | Principal                       | 1                | \$70,000.00      | 1                | \$73,500.00      |
| 2                                | Assistant Principal             |                  |                  | 1                | \$70,000.00      |
| 3                                |                                 |                  |                  |                  |                  |
| 4                                |                                 |                  |                  |                  |                  |
| 5                                |                                 |                  |                  |                  |                  |
| 6                                |                                 |                  |                  |                  |                  |
| 7                                | <b>Subtotal:</b>                |                  | \$70,000.00      |                  | \$143,500.00     |
| 8                                | Fringe Benefits (rate used 30%) |                  | \$21,000.00      |                  | \$43,050.00      |
| 9                                | <b>Total Administration:</b>    |                  | \$91,000.00      |                  | \$186,550.00     |

| <b>Regular Classroom Instruction:</b> |                                             | <b>2016-2017</b> |              | <b>2017-2018</b> |              |
|---------------------------------------|---------------------------------------------|------------------|--------------|------------------|--------------|
|                                       |                                             | <b>No. FTEs</b>  |              | <b>No. FTEs</b>  |              |
| 10                                    | Teachers                                    | 6                | \$50,000.00  | 12               | \$51,250.00  |
| 11                                    | Aides                                       |                  |              |                  |              |
| 12                                    | <b>Subtotal:</b>                            |                  | \$300,000.00 |                  | \$615,000.00 |
| 13                                    | Teacher Fringe Benefits (rate used 30%)     |                  | \$90,000.00  |                  | \$184,500.00 |
| 14                                    | Aide Fringe Benefits (rate used _____)      |                  |              |                  |              |
| 15                                    | <b>Total Regular Classroom Instruction:</b> |                  | \$390,000.00 |                  | \$799,500.00 |

| <b>Special Education:</b> |                                         | <b>2016-2017</b> |             | <b>2017-2018</b> |              |
|---------------------------|-----------------------------------------|------------------|-------------|------------------|--------------|
|                           |                                         | <b>No. FTEs</b>  |             | <b>No. FTEs</b>  |              |
| 16                        | Teachers                                | 1                | \$50,000.00 | 2                | \$51,250.00  |
| 17                        | Aides                                   |                  |             |                  |              |
| 18                        | <b>Subtotal:</b>                        |                  | \$50,000.00 |                  | \$102,500.00 |
| 19                        | Teacher Fringe Benefits (rate used 30%) |                  | \$15,000.00 |                  | \$30,750.00  |
| 20                        | Aide Fringe Benefits (rate used _____)  |                  |             |                  |              |
| 21                        | <b>Total Special Education:</b>         |                  | \$65,000.00 |                  | \$133,250.00 |

| <b>Gifted and Talented Program:</b> |                                           | <b>2016-2017</b> |        | <b>2017-2018</b> |        |
|-------------------------------------|-------------------------------------------|------------------|--------|------------------|--------|
|                                     |                                           | <b>No. FTEs</b>  |        | <b>No. FTEs</b>  |        |
| 22                                  | Teachers                                  | 0                |        | 0                |        |
| 23                                  | Aides                                     |                  |        |                  |        |
| 24                                  | <b>Subtotal:</b>                          |                  | \$0.00 |                  | \$0.00 |
| 25                                  | Teacher Fringe Benefits (rate used _____) |                  | \$0.00 |                  | \$0.00 |
| 26                                  | Aide Fringe Benefits (rate used _____)    |                  |        |                  |        |
| 27                                  | <b>Total Gifted and Talented Program:</b> |                  | \$0.00 |                  | \$0.00 |

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

|                                                                                       | 2016-2017<br>No. FTEs | 2016-2017<br>Salary | 2017-2018<br>No. FTEs | 2017-2018<br>Salary |
|---------------------------------------------------------------------------------------|-----------------------|---------------------|-----------------------|---------------------|
| 28 Teachers                                                                           |                       | \$0.00              |                       | \$0.00              |
| 29 Aides                                                                              |                       |                     |                       |                     |
| 30 <b>Subtotal:</b>                                                                   |                       | \$0.00              |                       | \$0.00              |
| 31 Teacher Fringe Benefits (rate used _____)                                          |                       | \$0.00              |                       | \$0.00              |
| 32 Aide Fringe Benefits (rate used _____)                                             |                       |                     |                       |                     |
| 33 <b>Total Alternative Education Program/<br/>Alternative Learning Environments:</b> |                       | \$0.00              |                       | \$0.00              |

**English Language Learner Program:**

| List Positions                                    | 2016-2017<br>No. FTEs |        | 2017-2018<br>No. FTEs |        |
|---------------------------------------------------|-----------------------|--------|-----------------------|--------|
| 34 _____                                          |                       | \$0.00 |                       | \$0.00 |
| 35 _____                                          |                       |        |                       |        |
| 36 _____                                          |                       |        |                       |        |
| 37 _____                                          |                       |        |                       |        |
| 38 _____                                          |                       |        |                       |        |
| 39 <b>Subtotal:</b>                               |                       | \$0.00 |                       | \$0.00 |
| 40 Fringe Benefits (rate used _____)              |                       | \$0.00 |                       | \$0.00 |
| 41 <b>Total English Language Learner Program:</b> |                       | \$0.00 |                       | \$0.00 |

**Guidance Services:**

| List Positions                       | 2016-2017<br>No. FTEs |        | 2017-2018<br>No. FTEs |        |
|--------------------------------------|-----------------------|--------|-----------------------|--------|
| 42 _____                             |                       | \$0.00 |                       | \$0.00 |
| 43 _____                             |                       |        |                       |        |
| 44 _____                             |                       |        |                       |        |
| 45 _____                             |                       |        |                       |        |
| 46 _____                             |                       |        |                       |        |
| 47 <b>Subtotal:</b>                  |                       | \$0.00 |                       | \$0.00 |
| 48 Fringe Benefits (rate used _____) |                       | \$0.00 |                       | \$0.00 |
| 49 <b>Total Guidance Services:</b>   |                       | \$0.00 |                       | \$0.00 |

**Health Services:**

| List Positions                       | 2016-2017<br>No. FTEs |        | 2017-2018<br>No. FTEs |        |
|--------------------------------------|-----------------------|--------|-----------------------|--------|
| 50 _____                             |                       | \$0.00 |                       | \$0.00 |
| 51 _____                             |                       |        |                       |        |
| 52 _____                             |                       |        |                       |        |
| 53 _____                             |                       |        |                       |        |
| 54 _____                             |                       |        |                       |        |
| 55 <b>Subtotal:</b>                  |                       | \$0.00 |                       | \$0.00 |
| 56 Fringe Benefits (rate used _____) |                       | \$0.00 |                       | \$0.00 |
| 57 <b>Total Health Services:</b>     |                       | \$0.00 |                       | \$0.00 |

**Media Services:**

|                                      | 2016-2017<br>No. FTEs | 2016-2017<br>Salary | 2017-2018<br>No. FTEs | 2017-2018<br>Salary |
|--------------------------------------|-----------------------|---------------------|-----------------------|---------------------|
| 58 List Positions                    |                       | \$0.00              |                       | \$0.00              |
| 59 _____                             |                       |                     |                       |                     |
| 60 _____                             |                       |                     |                       |                     |
| 61 _____                             |                       |                     |                       |                     |
| 62 _____                             |                       |                     |                       |                     |
| 63 <b>Subtotal:</b>                  |                       | \$0.00              |                       | \$0.00              |
| 64 Fringe Benefits (rate used _____) |                       | \$0.00              |                       | \$0.00              |
| 65 <b>Total Media Services:</b>      |                       | \$0.00              |                       | \$0.00              |

**Fiscal Services:**

|                                      | 2016-2017<br>No. FTEs | 2017-2018<br>No. FTEs |
|--------------------------------------|-----------------------|-----------------------|
| 66 List Positions                    |                       | \$0.00                |
| 67 _____                             |                       |                       |
| 68 _____                             |                       |                       |
| 69 _____                             |                       |                       |
| 70 _____                             |                       |                       |
| 71 <b>Subtotal:</b>                  |                       | \$0.00                |
| 72 Fringe Benefits (rate used _____) |                       | \$0.00                |
| 73 <b>Total Fiscal Services:</b>     |                       | \$0.00                |

**Maintenance and Operation:**

|                                            | 2016-2017<br>No. FTEs | 2017-2018<br>No. FTEs |
|--------------------------------------------|-----------------------|-----------------------|
| 74 List Positions                          |                       | \$0.00                |
| 75 _____                                   |                       |                       |
| 76 _____                                   |                       |                       |
| 77 _____                                   |                       |                       |
| 78 _____                                   |                       |                       |
| 79 <b>Subtotal:</b>                        |                       | \$0.00                |
| 80 Fringe Benefits (rate used _____)       |                       | \$0.00                |
| 81 <b>Total Maintenance and Operation:</b> |                       | \$0.00                |

**Pupil Transportation:**

|                                       | 2016-2017<br>No. FTEs | 2017-2018<br>No. FTEs |
|---------------------------------------|-----------------------|-----------------------|
| 82 List Positions                     |                       | \$0.00                |
| 83 _____                              |                       |                       |
| 84 _____                              |                       |                       |
| 85 _____                              |                       |                       |
| 86 _____                              |                       |                       |
| 87 <b>Subtotal:</b>                   |                       | \$0.00                |
| 88 Fringe Benefits (rate used _____)  |                       | \$0.00                |
| 89 <b>Total Pupil Transportation:</b> |                       | \$0.00                |

| <b>Food Services:</b> |                                   | <b>2016-2017<br/>No. FTEs</b> | <b>2016-2017<br/>Salary</b> | <b>2017-2018<br/>No. FTEs</b> | <b>2017-2018<br/>Salary</b> |
|-----------------------|-----------------------------------|-------------------------------|-----------------------------|-------------------------------|-----------------------------|
| 90                    | List Positions _____              |                               | \$0.00                      |                               | \$0.00                      |
| 91                    | _____                             |                               |                             |                               |                             |
| 92                    | _____                             |                               |                             |                               |                             |
| 93                    | _____                             |                               |                             |                               |                             |
| 94                    | _____                             |                               |                             |                               |                             |
| 95                    | <b>Subtotal:</b>                  |                               | \$0.00                      |                               | \$0.00                      |
| 96                    | Fringe Benefits (rate used _____) |                               | \$0.00                      |                               | \$0.00                      |
| 97                    | <b>Total Food Services:</b>       |                               | \$0.00                      |                               | \$0.00                      |

| <b>Data Processing:</b> |                                  | <b>2016-2017<br/>No. FTEs</b> |             | <b>2017-2018<br/>No. FTEs</b> |             |
|-------------------------|----------------------------------|-------------------------------|-------------|-------------------------------|-------------|
| 98                      | List Positions _____             |                               |             |                               |             |
| 99                      | School Office Director _____     | 1                             | \$40,000.00 | 1                             | \$42,000.00 |
| 100                     | _____                            |                               |             |                               |             |
| 101                     | _____                            |                               |             |                               |             |
| 102                     | _____                            |                               |             |                               |             |
| 103                     | <b>Subtotal:</b>                 |                               | \$40,000.00 |                               | \$42,000.00 |
| 104                     | Fringe Benefits (rate used 30% ) |                               | \$12,000.00 |                               | \$12,600.00 |
| 105                     | <b>Total Data Processing:</b>    |                               | \$52,000.00 |                               | \$54,600.00 |

| <b>Substitute Personnel:</b> |                                               | <b>2016-2017<br/>No. FTEs</b> |        | <b>2017-2018<br/>No. FTEs</b> |        |
|------------------------------|-----------------------------------------------|-------------------------------|--------|-------------------------------|--------|
| 106                          | Number of <b>Certified</b> Substitutes _____  |                               | \$0.00 |                               | \$0.00 |
| 107                          | Number of <b>Classified</b> Substitutes _____ |                               |        |                               |        |
| 108                          | <b>Subtotal:</b>                              |                               | \$0.00 |                               | \$0.00 |
| 109                          | Certified Fringe Benefits (rate used _____)   |                               | \$0.00 |                               | \$0.00 |
| 110                          | Classified Fringe Benefits (rate used _____)  |                               |        |                               |        |
| 111                          | <b>Total Substitute Personnel:</b>            |                               | \$0.00 |                               | \$0.00 |

|     |                                         |  |              |  |                |
|-----|-----------------------------------------|--|--------------|--|----------------|
| 112 | <b>TOTAL EXPENDITURES FOR SALARIES:</b> |  | \$598,000.00 |  | \$1,173,900.00 |
|-----|-----------------------------------------|--|--------------|--|----------------|

**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

**State Public Charter School Aid:**

| <i>Line#</i> |                                                                                               | <u>2016-2017 Amount:</u>     | <u>2017-2018 Amount:</u>     |
|--------------|-----------------------------------------------------------------------------------------------|------------------------------|------------------------------|
|              | <b>2016-2017</b>                                                                              |                              |                              |
| 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            |                                                                                               |                              |                              |
|              | <b>2017-2018</b>                                                                              |                              |                              |
| 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           | <b>Total State Charter School Aid:</b>                                                        | <u><u>\$1,109,265.00</u></u> | <u><u>\$2,218,530.00</u></u> |
|              | <b>Other Sources of Revenues:</b>                                                             |                              |                              |
|              | <i>( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )</i> |                              |                              |
| 12           | Private Donations or Gifts                                                                    |                              |                              |
| 13           | Federal Grants (List the amount)                                                              |                              |                              |
| 14           | Special Grants (List the amount)                                                              |                              |                              |
|              | Other ( <i>Specifically Describe</i> )                                                        |                              |                              |
| 15           | Start Up Funding _____                                                                        | <u>\$250,000.00</u>          |                              |
| 16           | <b>Total Other Sources of Revenues:</b>                                                       | <u><u>\$250,000.00</u></u>   |                              |
| 17           | <b>TOTAL REVENUES:</b>                                                                        | <u><u>\$1,359,265.00</u></u> | <u><u>\$2,218,530.00</u></u> |

**EXPENDITURES**

|    |                                         | <u>2016-2017 Amount:</u>   | <u>2017-2018 Amount:</u>   |
|----|-----------------------------------------|----------------------------|----------------------------|
|    | <b>Administration:</b>                  |                            |                            |
| 18 | Salaries and Benefits                   | <u>\$91,000.00</u>         | <u>\$186,550.00</u>        |
|    | Purchased Services - List Vendors Below |                            |                            |
| 19 | V - AD 1 <u>Prof. Development</u>       | <u>\$5,000.00</u>          | <u>\$10,000.00</u>         |
| 20 | V - AD 2 <u>Outreach</u>                | <u>\$5,000.00</u>          | <u>\$5,000.00</u>          |
| 21 | V - AD 3 _____                          |                            |                            |
| 22 | V - AD 4 _____                          |                            |                            |
| 23 | V - AD 5 _____                          |                            |                            |
| 24 | Supplies and Materials                  | <u>\$13,000.00</u>         | <u>\$7,000.00</u>          |
| 25 | Equipment                               | <u>\$16,000.00</u>         | <u>\$3,000.00</u>          |
|    | Other (List Below)                      |                            |                            |
| 26 | _____                                   |                            |                            |
| 27 | _____                                   |                            |                            |
| 28 | _____                                   |                            |                            |
| 29 | _____                                   |                            |                            |
| 30 | _____                                   |                            |                            |
| 31 | <b>Total Administration:</b>            | <u><u>\$130,000.00</u></u> | <u><u>\$211,550.00</u></u> |

|    |                                             | <u>2016-2017 Amount:</u>   | <u>2017-2018 Amount:</u>     |
|----|---------------------------------------------|----------------------------|------------------------------|
|    | <b>Regular Classroom Instruction:</b>       |                            |                              |
| 32 | Salaries and Benefits                       | <u>\$390,000.00</u>        | <u>\$799,500.00</u>          |
|    | Purchased Services - List Vendors Below     |                            |                              |
| 33 | V - CI 1 <u>Prof. Development</u>           | <u>\$30,000.00</u>         | <u>\$60,000.00</u>           |
| 34 | V - CI 2 <u>Assessments</u>                 | <u>\$12,000.00</u>         | <u>\$24,000.00</u>           |
| 35 | V - CI 3 _____                              |                            |                              |
| 36 | V - CI 4 _____                              |                            |                              |
| 37 | V - CI 5 _____                              |                            |                              |
| 38 | Supplies and Materials                      | <u>\$145,200.00</u>        | <u>\$181,200.00</u>          |
| 39 | Equipment                                   |                            |                              |
|    | Other (List Below)                          |                            |                              |
| 40 | _____                                       |                            |                              |
| 41 | _____                                       |                            |                              |
| 42 | _____                                       |                            |                              |
| 43 | _____                                       |                            |                              |
| 44 | _____                                       |                            |                              |
| 45 | <b>Total Regular Classroom Instruction:</b> | <u><u>\$577,200.00</u></u> | <u><u>\$1,064,700.00</u></u> |
|    | <b>Special Education:</b>                   |                            |                              |
| 46 | Salaries and Benefits                       | <u>\$65,000.00</u>         | <u>\$133,250.00</u>          |
|    | Purchased Services - List Vendors Below     |                            |                              |
| 47 | V - SE1 <u>Speech, OT, PT</u>               | <u>\$9,000.00</u>          | <u>\$18,000.00</u>           |
| 48 | V - SE 2 <u>Prof. Development</u>           | <u>\$5,000.00</u>          | <u>\$10,000.00</u>           |
| 49 | V - SE 3 _____                              |                            |                              |
| 50 | V - SE 4 _____                              |                            |                              |
| 51 | V - SE 5 _____                              |                            |                              |
| 52 | Supplies and Materials                      | <u>\$6,000.00</u>          | <u>\$12,000.00</u>           |
| 53 | Equipment                                   |                            |                              |
|    | Other (List Below)                          |                            |                              |
| 54 | _____                                       |                            |                              |
| 55 | _____                                       |                            |                              |
| 56 | _____                                       |                            |                              |
| 57 | _____                                       |                            |                              |
| 58 | _____                                       |                            |                              |
| 59 | <b>Total Special Education:</b>             | <u><u>\$85,000.00</u></u>  | <u><u>\$173,250.00</u></u>   |
|    | <b>Gifted and Talented Program:</b>         |                            |                              |
| 60 | Salaries and Benefits                       | <u>\$0.00</u>              | <u>\$0.00</u>                |
|    | Purchased Services - List Vendors Below     |                            |                              |
| 61 | V - GT1 <u>Waiver requested</u>             |                            |                              |
| 62 | V - GT2 _____                               |                            |                              |
| 63 | V - GT3 _____                               |                            |                              |
| 64 | V - GT4 _____                               |                            |                              |
| 65 | V - GT5 _____                               |                            |                              |
| 66 | Supplies and Materials                      |                            |                              |
| 67 | Equipment                                   |                            |                              |
|    | Other (List Below)                          |                            |                              |
| 68 | _____                                       |                            |                              |
| 69 | _____                                       |                            |                              |
| 70 | _____                                       |                            |                              |
| 71 | _____                                       |                            |                              |
| 72 | _____                                       |                            |                              |
| 73 | <b>Total Gifted and Talented Program:</b>   | <u><u>\$0.00</u></u>       | <u><u>\$0.00</u></u>         |

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

|    | <u>2016-2017 Amount:</u>                                                           | <u>2017-2018 Amount:</u> |
|----|------------------------------------------------------------------------------------|--------------------------|
| 74 | Salaries and Benefits                                                              | \$0.00                   |
|    | Purchased Services - List Vendors Below                                            |                          |
| 75 | V - ALE1 Waiver requested                                                          |                          |
| 76 | V - ALE2                                                                           |                          |
| 77 | V - ALE3                                                                           |                          |
| 78 | V - ALE4                                                                           |                          |
| 79 | V - ALE5                                                                           |                          |
| 80 | Supplies and Materials                                                             |                          |
| 81 | Equipment                                                                          |                          |
| 82 | Other (List Below)                                                                 |                          |
| 83 |                                                                                    |                          |
| 84 |                                                                                    |                          |
| 85 |                                                                                    |                          |
| 86 |                                                                                    |                          |
| 87 | <b>Total Alternative Education Program/<br/>Alternative Learning Environments:</b> | <b>\$0.00</b>            |

**English Language Learner Program:**

|     |                                                |                    |
|-----|------------------------------------------------|--------------------|
| 88  | Salaries and Benefits                          | \$0.00             |
|     | Purchased Services - List Vendors Below        |                    |
| 89  | V - ELL1 ELL Specialist                        | \$10,000.00        |
| 90  | V - ELL2                                       | \$20,000.00        |
| 91  | V - ELL3                                       |                    |
| 92  | V - ELL4                                       |                    |
| 93  | V - ELL5                                       |                    |
| 94  | Supplies and Materials                         | \$1,000.00         |
| 95  | Equipment                                      | \$2,000.00         |
| 96  | Other (List Below)                             |                    |
| 97  |                                                |                    |
| 98  |                                                |                    |
| 99  |                                                |                    |
| 100 |                                                |                    |
| 101 | <b>Total English Language Learner Program:</b> | <b>\$11,000.00</b> |

**Guidance Services:**

|     |                                         |                    |
|-----|-----------------------------------------|--------------------|
| 102 | Salaries and Benefits                   | \$0.00             |
|     | Purchased Services - List Vendors Below |                    |
| 103 | v - GS1 Community Provider              | \$10,000.00        |
| 104 | V - GS2                                 | \$15,000.00        |
| 105 | V - GS3                                 |                    |
| 106 | V - GS4                                 |                    |
| 107 | V - GS5                                 |                    |
| 108 | Supplies and Materials                  |                    |
| 109 | Equipment                               |                    |
| 110 | Other (List Below)                      |                    |
| 111 |                                         |                    |
| 112 |                                         |                    |
| 113 |                                         |                    |
| 114 |                                         |                    |
| 115 | <b>Total Guidance Services:</b>         | <b>\$10,000.00</b> |

|                         |                                         | <u>2016-2017 Amount:</u> | <u>2017-2018 Amount:</u> |
|-------------------------|-----------------------------------------|--------------------------|--------------------------|
| <b>Health Services:</b> |                                         |                          |                          |
| 116                     | Salaries and Benefits                   | \$0.00                   | \$0.00                   |
|                         | Purchased Services - List Vendors Below |                          |                          |
| 117                     | V - HS1 <u>Community Clinic</u>         | \$15,000.00              | \$20,000.00              |
| 118                     | V - HS2 _____                           |                          |                          |
| 119                     | V - HS3 _____                           |                          |                          |
| 120                     | V - HS4 _____                           |                          |                          |
| 121                     | V - HS5 _____                           |                          |                          |
| 122                     | Supplies and Materials                  | \$500.00                 | \$1,000.00               |
| 123                     | Equipment                               |                          |                          |
|                         | Other (List Below)                      |                          |                          |
| 124                     | _____                                   |                          |                          |
| 125                     | _____                                   |                          |                          |
| 126                     | _____                                   |                          |                          |
| 127                     | _____                                   |                          |                          |
| 128                     | _____                                   |                          |                          |
| 129                     | <b>Total Health Services:</b>           | <u>\$15,500.00</u>       | <u>\$21,000.00</u>       |
| <b>Media Services:</b>  |                                         |                          |                          |
| 130                     | Salaries and Benefits                   | \$0.00                   | \$0.00                   |
|                         | Purchased Services - List Vendors Below |                          |                          |
| 131                     | V - MS1 <u>Broadband connection</u>     | \$5,000.00               | \$5,000.00               |
| 132                     | V - MS2 _____                           |                          |                          |
| 133                     | V - MS3 _____                           |                          |                          |
| 134                     | V - MS4 _____                           |                          |                          |
| 135                     | V - MS5 _____                           |                          |                          |
| 136                     | Supplies and Materials                  |                          |                          |
| 137                     | Equipment                               |                          |                          |
|                         | Other (List Below)                      |                          |                          |
| 138                     | _____                                   |                          |                          |
| 139                     | _____                                   |                          |                          |
| 140                     | _____                                   |                          |                          |
| 141                     | _____                                   |                          |                          |
| 142                     | _____                                   |                          |                          |
| 143                     | <b>Total Media Services:</b>            | <u>\$5,000.00</u>        | <u>\$5,000.00</u>        |
| <b>Fiscal Services:</b> |                                         |                          |                          |
| 144                     | Salaries and Benefits                   | \$0.00                   | \$0.00                   |
|                         | Purchased Services - List Vendors Below |                          |                          |
| 145                     | V - FS1 <u>CPA</u>                      | \$40,000.00              | \$60,000.00              |
| 146                     | V - FS2 <u>Legal Audit</u>              | \$10,000.00              | \$10,000.00              |
| 147                     | V - FS3 _____                           |                          |                          |
| 148                     | V - FS4 _____                           |                          |                          |
| 149                     | V - FS5 _____                           |                          |                          |
| 150                     | Supplies and Materials                  |                          |                          |
| 151                     | Equipment                               |                          |                          |
|                         | Other (List Below)                      |                          |                          |
| 152                     | _____                                   |                          |                          |
| 153                     | _____                                   |                          |                          |
| 154                     | _____                                   |                          |                          |
| 155                     | _____                                   |                          |                          |
| 156                     | _____                                   |                          |                          |
| 157                     | <b>Total Fiscal Services:</b>           | <u>\$50,000.00</u>       | <u>\$70,000.00</u>       |

|     |                                         | <u>2016-2017 Amount:</u> | <u>2017-2018 Amount:</u> |
|-----|-----------------------------------------|--------------------------|--------------------------|
| 158 | <b>Maintenance and Operation:</b>       |                          |                          |
|     | Salaries and Benefits                   | \$0.00                   | \$0.00                   |
|     | Purchased Services - List Vendors Below |                          |                          |
|     | INCLUDE UTILITIES                       |                          |                          |
| 159 | V - MO1 Maintenance/Repairs             | \$7,000.00               | \$7,000.00               |
| 160 | V - MO2 Utilities                       | \$20,000.00              | \$20,000.00              |
| 161 | V - MO3 Disposal/Waste Services         | \$4,000.00               | \$4,000.00               |
| 162 | V - MO4 Custodian                       | \$15,000.00              | \$20,000.00              |
| 163 | V - MO5                                 |                          |                          |
| 164 | Supplies and Materials                  | \$7,000.00               | \$10,000.00              |
| 165 | Equipment                               |                          |                          |
| 166 | Other (List Below)                      |                          |                          |
| 167 | _____                                   |                          |                          |
| 168 | _____                                   |                          |                          |
| 169 | _____                                   |                          |                          |
| 170 | _____                                   |                          |                          |
| 171 | <b>Total Maintenance and Operation:</b> | <u>\$53,000.00</u>       | <u>\$61,000.00</u>       |

|     |                                            |                    |                     |
|-----|--------------------------------------------|--------------------|---------------------|
| 172 | <b>Pupil Transportation:</b>               |                    |                     |
|     | Salaries and Benefits                      | \$0.00             | \$0.00              |
|     | Purchased Services - List Vendors Below    |                    |                     |
| 173 | V - PT1 Monthly Bus Passes (\$350/student) | \$52,500.00        | \$105,000.00        |
| 174 | V - PT2                                    |                    |                     |
| 175 | V - PT3                                    |                    |                     |
| 176 | V - PT4                                    |                    |                     |
| 177 | V - PT5                                    |                    |                     |
| 178 | Supplies and Materials                     |                    |                     |
| 179 | Equipment                                  |                    |                     |
| 180 | Other (List Below)                         |                    |                     |
| 181 | _____                                      |                    |                     |
| 182 | _____                                      |                    |                     |
| 183 | _____                                      |                    |                     |
| 184 | _____                                      |                    |                     |
| 185 | <b>Total Pupil Transportation:</b>         | <u>\$52,500.00</u> | <u>\$105,000.00</u> |

|     |                                         |                     |                     |
|-----|-----------------------------------------|---------------------|---------------------|
| 186 | <b>Food Services:</b>                   |                     |                     |
|     | Salaries and Benefits                   | \$0.00              | \$0.00              |
|     | Purchased Services - List Vendors Below |                     |                     |
| 187 | V - FD1 Nutrition Director              | \$20,000.00         | \$40,000.00         |
| 188 | V - FD2                                 |                     |                     |
| 189 | V - FD3                                 |                     |                     |
| 190 | V - FD4                                 |                     |                     |
| 191 | V - FD5                                 |                     |                     |
| 192 | Supplies and Materials                  | \$81,000.00         | \$192,000.00        |
| 193 | Equipment                               |                     |                     |
| 194 | Other (List Below)                      |                     |                     |
| 195 | _____                                   |                     |                     |
| 196 | _____                                   |                     |                     |
| 197 | _____                                   |                     |                     |
| 198 | _____                                   |                     |                     |
| 199 | <b>Total Food Services:</b>             | <u>\$101,000.00</u> | <u>\$232,000.00</u> |

|     |                                           | <u>2016-2017 Amount:</u> | <u>2017-2018 Amount:</u> |
|-----|-------------------------------------------|--------------------------|--------------------------|
|     | <b>Data Processing:</b>                   |                          |                          |
| 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 | <b>Total Data Processing:</b>             | <u>\$56,500.00</u>       | <u>\$63,600.00</u>       |
|     | <b>Substitute Personnel:</b>              |                          |                          |
| 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 | <b>Total Substitute Personnel:</b>        | <u>\$5,250.00</u>        | <u>\$10,500.00</u>       |
|     | <b>Facilities:</b>                        |                          |                          |
| 221 | Lease/Purchase Contract for One Full Year | \$48,000.00              | \$48,000.00              |
|     | Facility Upgrades - List Upgrades Below   |                          |                          |
| 222 |                                           |                          |                          |
| 223 | Windows Installation                      | \$20,000.00              |                          |
| 224 | Interior Renovations                      | \$20,000.00              |                          |
| 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 | <b>Total Facilities:</b>                  | <u>\$108,000.00</u>      | <u>\$68,000.00</u>       |

**Debt Expenditures:**

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232

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\_\_\_\_\_

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233

\_\_\_\_\_

\_\_\_\_\_

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234

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\_\_\_\_\_

\_\_\_\_\_

**Total Debts:**

=====

=====

**Other Expenditures:**

List Other Expenditures Below

235

\_\_\_\_\_

\_\_\_\_\_

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236

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TOTAL EXPENDITURES:**

\$1,259,950.00

\$2,122,600.00

241

**Net Revenue over Expenditures:**

\$99,315.00

\$95,930.00

242

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



# Production Work Order

|                                      |                                           |                                                                                                                             |                                      |                                                                                                                        |                                                        |
|--------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Ad Order Number</b><br>0000551338 | <b>Advertiser Account</b><br>41105        | <b>Advertiser Name/Address</b><br>BIRTHDAY/CELEBRATIONS CASH ACCOUNT<br>GIVE TO ADVERTISING DEPT<br>FORT SMITH AR 72902 USA | <b>Payor Account</b><br>41105        | <b>Payor Name/Address</b><br>BIRTHDAY/CELEBRATIONS CASH ACCOUNT<br>GIVE TO ADVERTISING DEPT<br>FORT SMITH AR 72902 USA | <b>Order Source</b><br><br><b>Order Status</b><br>Live |
| <b>Sales Rep.</b><br>ksmith          | <b>Advertiser Phone</b><br>(479) 785-7727 | <b>Advertiser Fax</b>                                                                                                       | <b>Payor Phone</b><br>(479) 785-7727 | <b>Payor Fax</b>                                                                                                       | <b>Proofs</b><br>0                                     |
| <b>Order Taker</b><br>ksmith         | <b>Advertiser Email</b>                   | <b>Payor Email</b>                                                                                                          | <b>Tear Sheets</b><br>0              |                                                                                                                        |                                                        |
| <b>Placed By</b><br>Trish Flanagan   |                                           |                                                                                                                             |                                      |                                                                                                                        |                                                        |

**Order Invoice Text**

**Ad Order Notes**

|                                   |                                                                |                 |                                            |                                     |
|-----------------------------------|----------------------------------------------------------------|-----------------|--------------------------------------------|-------------------------------------|
| <b>Ad Number</b><br>0000551338-01 | <b>Ad Type</b><br>S-BRD 6C-22i                                 |                 |                                            |                                     |
| <b>External Ad Number</b>         | <b>Production Method</b><br>New Build                          |                 |                                            |                                     |
| <b>Pickup</b>                     | <b>Comments for Production</b><br>Future School-Public Meeting |                 |                                            |                                     |
| <b>Ad Size</b><br>2 X 4.00        | <b>Color</b>                                                   |                 |                                            |                                     |
| <b>Product</b>                    | <b>Placement</b>                                               | <b>Run Date</b> | <b>Schedule Invoice Text</b>               | <b>Sort Text</b>                    |
| 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



**GateHouse Media**® **Customer**

**Ad Order Number**

0000551338

**Sales Rep.**

ksmith

**Order Taker**

ksmith

**Order Source**

BIRTHDAY/CELEBRATIONS CASP

**Customer Account**

41105

**Customer Address**

GIVE TO ADVERTISING DEPT  
FORT SMITH AR 72902 USA

**Customer Phone**

(479) 785-7727

# Order Confirmation

**Payor Customer**

BIRTHDAY/CELEBRATIONS CASP

**Payor Account**

41105

**Payor Address**

GIVE TO ADVERTISING DEPT  
FORT SMITH AR 72902 USA

**Payor Phone**

(479) 785-7727

**PO Number**

**Ordered By**

Trish Flanagan

**Customer Fax**

**Customer EMail**

**Special Pricing**

**Tear Sheets**

0

**Proofs**

0

**Affidavits**

0

**Blind Box**

**Promo Type**

**Materials**

**Invoice Text**

**First / Last runDates**

06 / 23 / 15      07 / 14 / 15

**Net Amount**

544.00

**Tax Amount**

.00

**Total Amount**

544.00

**Payment Method**

Credit Card

**Payment Amount**

544.00

**Amount Due**

.00

**Ad Number**      **Ad Type**  
0000551338-01    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**                      **Color**  
2 X 4.00

**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 (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 &lt;trish@fsfuture.org&gt;

---

**Future School of Fort Smith**

---

**Trish Flanagan** <trish@fsfuture.org>

Mon, Jun 29, 2015 at 8:40 AM

To: bgooden@fortsmithschools.org, Zena Featherston &lt;zfeather@fortsmithschools.org&gt;

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](http://trishflanagan.com)

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**2 attachments****Public Notice-southwesttimesrecord-Pg 3A-6-23-15 (1).pdf**

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan &lt;trish@fsfuture.org&gt;

---

**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](http://trishflanagan.com)

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan &lt;trish@fsfuture.org&gt;

---

**Future School of Fort Smith**

---

**Trish Flanagan** <trish@fsfuture.org>

Mon, Jun 29, 2015 at 8:47 AM

To: rross@mansfieldtigers.org

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*

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314.873.3162 (m)

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[trishflanagan.com](http://trishflanagan.com)

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan &lt;trish@fsfuture.org&gt;

---

**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***Future School*

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Trish Flanagan &lt;trish@fsfuture.org&gt;

---

## 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)

[trishflanagan.com](http://trishflanagan.com)

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### 2 attachments



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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan &lt;trish@fsfuture.org&gt;

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**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)

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[trishflanagan.com](http://trishflanagan.com)

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan &lt;trish@fsfuture.org&gt;

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**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)

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan &lt;trish@fsfuture.org&gt;

---

**Future School of Fort Smith**

---

**Trish Flanagan** <trish@fsfuture.org>

Sun, Jun 28, 2015 at 5:29 PM

To: Kerry.Schneider@vbsd.us

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

# Crews Hunt For Missing Man

TIMES RECORD STAFF

Authorities are searching for a man they believe has been missing since last week.

Authorities are searching for a man they believe has been missing since last week. Sebastian County Emergency Management Director Jeff Turner said the county's Search 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.



Buchanan



Hutchinson

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.

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.

**By John Lyon**  
ARKANSAS NEWS BUREAU  
LYON@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.

## 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.arwomenshalloffame.com](http://www.arwomenshalloffame.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?"



CHAD HUNTER • TIMES RECORD

**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 CofCC 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 businessmen, 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."

In other business, the school board voted 4-2 supporting the first reading of an updated policy governing the community use of school facilities that adds a "viewpoint neutral" stance on nonschool-related events.

The policy states, "The use of Fort Smith Public School facilities by non-school organizations shall be viewpoint neutral" and "in no way imply endorsement of the beliefs or goals of the organization."

School Board President Deanie Mehl and board member Susan McFerran voted against the measure. In the past Mehl has suggested prohibiting partisan rallies on school grounds.

## 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 Footes, 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](mailto: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](mailto:trish@fsfuture.org)**  
**Lugar: Elm Grove Community Center**  
**Fechas: July 9, 16, 28**  
**Tiempo: 6-7:30pm**  
\*Refrigerios se proveerán

**Alegria**

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*This is what Happy looks like*

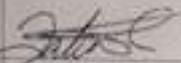
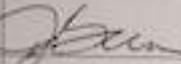
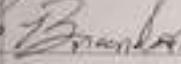
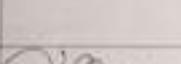
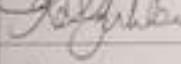
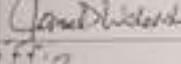
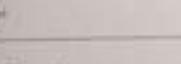
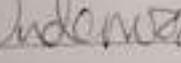
**RIK'S SHOES**

Downtown 704 Garrison  
Waldron Sq. 5302 Rogers

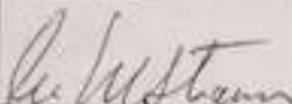
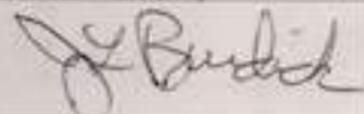
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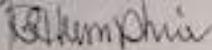
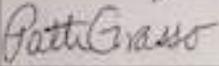
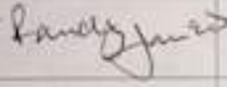
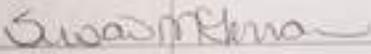
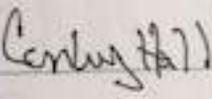
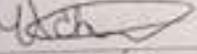
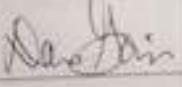
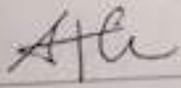
Future School  
Community Meeting/Public Hearing  
July 16, 2015

| Print Name       | Signature                                                                           | Email/Phone (optional)                                                             | Comments |
|------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------|
| TALICIA REYNOLDS |    |  |          |
| YVONNE GREEN     |    |                                                                                    |          |
| BRANDON COX      |    |                                                                                    |          |
| JUDY CHRISTIA    |    |                                                                                    |          |
| TANISHA TAN      |    |                                                                                    |          |
| KELLY WILSON     |    |                                                                                    |          |
| JIM WILCOTT      |    |                                                                                    |          |
| JENNIFER GRIFFIN |    |                                                                                    |          |
| JENNIFER GRIFFIN |    |                                                                                    |          |
| REGINA UNDERWOOD |  |                                                                                    |          |

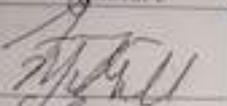
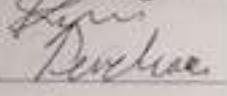
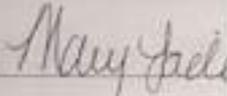
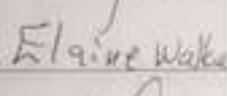
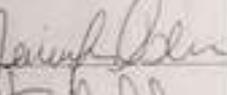
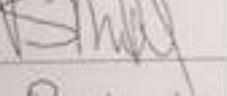
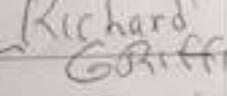
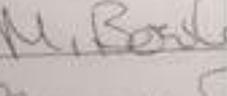
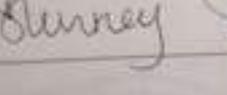
Future School  
Community Meeting/Public Hearing  
July 16, 2015

| Print Name                                                                       | Signature                                                                         | Email/Phone (optional)                                                             |  |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|
| Gordon M.<br>Strauss                                                             |  |  |  |
| Howard<br>Verner                                                                 |                                                                                   |                                                                                    |  |
|  |                                                                                   |                                                                                    |  |
| Norma Nelson                                                                     | Norma Nelson                                                                      |                                                                                    |  |
|                                                                                  |                                                                                   |                                                                                    |  |

Future School  
Community Meeting/Public Hearing  
July 16, 2015

| Print Name         | Signature                                                                         | Email/Phone (optional) | Comments        |
|--------------------|-----------------------------------------------------------------------------------|------------------------|-----------------|
| Britt Humphries    |  |                        |                 |
| Rebecca Bingham    |  |                        |                 |
| Patti Grasso       |  |                        |                 |
| Randy Jones        |  |                        |                 |
| Susan McFerran     |  |                        |                 |
| Conley Hall        |  |                        | Retired Teacher |
| Nichelle Christian |  |                        |                 |
| Rich & Dana Gains  |  |                        |                 |
| Steve Clark        |  |                        |                 |

Future School  
Community Meeting/Public Hearing  
July 16, 2015

| Print Name      | Signature                                                                          | Email/Phone (optional)                                                              | Comments |
|-----------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------|
| George McGill   |   |  |          |
| Lynn Perchoue   |   |                                                                                     |          |
| Mary Luckie     |   |                                                                                     |          |
| Elaine Walker   |   |                                                                                     |          |
| Jennifer Osborn |   |                                                                                     |          |
| Deanie Mohl     |   |                                                                                     |          |
| Richard Griffin |   |                                                                                     |          |
| Meagan Becking  |   |                                                                                     |          |
| 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 Waltman    | Monica Waltman    |                        |          |
| Theresa Covington | Theresa Covington |                        |          |
| Lorrie Woodward   | Lorrie Woodward   |                        |          |
| Mary Tyler        |                   |                        |          |
| Keenan Adkins     | Keenan Adkins     |                        |          |
| Stacey Adkins     | Stacey Adkins     |                        |          |
| Keley Simpson     |                   |                        |          |
| Jackie Flake      | Jackie Flake      |                        |          |



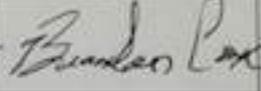
FUTURE SCHOOL

Future School  
Community Meeting/Public Hearing  
July 9, 2015

| Print Name            | Signature        | Email/Phone (optional) | Comments |
|-----------------------|------------------|------------------------|----------|
| Bill Honesworth       | Bill Honesworth  |                        |          |
| TRISH RICHARDSON      | Trish Richardson |                        |          |
| MICHAEL TERRY         | Michael Terry    |                        |          |
| Steve Clark           | Steve Clark      |                        |          |
| Sam Sicard            | Sam Sicard       |                        |          |
| Andre' Good           | Andre' Good      |                        |          |
| Charlette             | Charlette        |                        |          |
| Chad Hunt             | Chad Hunt        |                        |          |
| Allison + Pat Montiel | Allison Montiel  |                        |          |



Future School  
Community Meeting/Public Hearing  
July 9, 2015

| Print Name      | Signature                                                                         | Email/Phone (optional)                                                             | Comments |
|-----------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------|
| Brandon Cox     |  |  |          |
| Zartashia Javid |  |  |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |
|                 |                                                                                   |                                                                                    |          |

Names of Guests

Norma Nelson - [redacted]

Shelley Villarreal [redacted]

[redacted]

Kelley Simpson

Monica Waltman

Lath Grasso [redacted]

Gloria Rouse

Elizabeth Stephens - [redacted]

Gabriela Kinslow - [redacted]

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## Future School 2016-2017 Calendar

| Semester 1                    | Date  | Activity           | Days |
|-------------------------------|-------|--------------------|------|
| <b>August</b>                 |       |                    | 8    |
|                               | 15-19 | Staff Development  |      |
|                               | 22    | Students start day |      |
| <b>September</b>              |       |                    | 21   |
|                               | 5     | Labor Day Holiday  |      |
| <b>October</b>                |       |                    | 20   |
|                               | 28    | Staff Development  |      |
| <b>November</b>               |       |                    | 16   |
|                               | 23-25 | Mid-Semester Break |      |
| <b>December</b>               |       |                    | 14   |
|                               | 21-31 | Mid-Year Break     |      |
| Total Semester 1: 79          |       |                    |      |
| <b>Semester 2</b>             |       |                    |      |
| <b>January</b>                |       |                    | 17   |
|                               | 1-6   | Mid-Year Break     |      |
| <b>February</b>               |       |                    | 19   |
|                               | 20    | MLK Day            |      |
| <b>March</b>                  |       |                    | 17   |
|                               | 20-24 | Mid-Semester Break |      |
|                               | 27    | Staff Development  |      |
| <b>April</b>                  |       |                    | 19   |
|                               | 21    | Spring Day         |      |
| <b>May</b>                    |       |                    | 23   |
|                               | 19    | Staff Development  |      |
| <b>June</b>                   |       |                    | 6    |
| Total Semester 2: 101         |       |                    |      |
| <b>Total School Days: 180</b> |       |                    |      |

## Future School Sample Weekly Student Schedule

| Team A   |                |                |                |                |                |              |
|----------|----------------|----------------|----------------|----------------|----------------|--------------|
|          | Monday         | Tuesday        | Wednesday      | Thursday       | Friday         |              |
| 9:00 AM  | English        | Internship     | Science        | Math           | Social Studies |              |
| 9:30 AM  |                |                | Science        | Math           | Social Studies |              |
| 10:00 AM | Social Studies |                | English        | Science        | Math           | Math         |
| 10:30 AM |                |                |                |                |                |              |
| 11:00 AM | Lunch          |                | Lunch          | Lunch          | Lunch          | Lunch        |
| 11:30 AM |                |                |                |                |                |              |
| 12:00 PM | Math           |                | Social Studies | English        | Science        | Science      |
| 12:30 PM |                |                |                |                |                |              |
| 1:00 PM  | Career Focus   |                | Career Focus   | Career Focus   | Career Focus   | Career Focus |
| 1:30 PM  |                |                |                |                |                |              |
| 2:00 PM  | Real-World Lab |              |
| 2:30 PM  |                |                |                |                |                |              |
| 3:00 PM  | Real-World Lab |              |
| 3:30 PM  |                |                |                |                |                |              |
| 4:00 PM  | Dismissal      | Dismissal      | Dismissal      | Dismissal      | Dismissal      |              |
| 4:30 PM  |                |                |                |                |                |              |

**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: [Signature], school founder Date 7/20/16

Lessor: WDA Living Trust

By: [Signature], agent for owner Date 7-20-15

See addendum outlining additional contingencies  
lessor initials AB lessee initials [Signature]

**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: *[Signature]*

Date: 7-20-15

Lessor: *[Signature]*

Date: 7-20-15

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

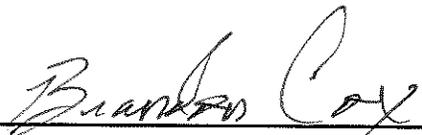
The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application 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.

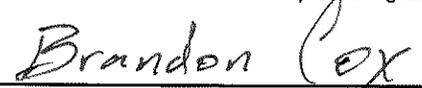
However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter 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 ELizabeth Stephens

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Position with Proposed Charter Dean of Instruction & Founding Teacher

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| 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<br>78723 | <a href="http://ritter.tea.state.tx.us/perfreport/account/2014/static/summary/campus/c227825001.pdf">http://ritter.tea.state.tx.us/perfreport/account/2014/static/summary/campus/c227825001.pdf</a> |

## Sample Learning Plan

| Future School Learning Plan- Master Copy |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
|------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Learning Team                            |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Student Name:</b>                     | Sam Rodriguez                                                                                        |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>advisor:</b>                          | Trish Flanagan                                                                                       |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Parent:</b>                           | Paul Rodriguez                                                                                       |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>LTI mentor:</b>                       | Leena Richards                                                                                       |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Date:</b>                             | August 20, 2016                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Semester:</b>                         | 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>     |
| <b>Leadership</b>                        | 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.                       |
| <b>Professional Communication</b>        | 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 an final presentation date and put it on Google calendar.         |
| <b>Technological Fluency</b>             | To learn how to make a Power Point for my internship.                                                | See professional communication goals.                                 |                                                                    |                                                                        |                                                                                     |
| <b>Personal Development</b>              | 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. |
| <b>Progress Update: August</b>           |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Progress Update: September</b>        |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Progress Update: October</b>          |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Progress Update: November</b>         |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Progress Update: December</b>         |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Mentor Notes:</b>                     |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Advisor Notes:</b>                    |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |
| <b>Parent Notes:</b>                     |                                                                                                      |                                                                       |                                                                    |                                                                        |                                                                                     |

## Sample Internship Planning Document

| Internship Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <b>Learning Team</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Student Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sam Rodriguez                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |
| <b>advisor:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Trish Flanagan                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |
| <b>Parent:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Paul Rodriguez                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |
| <b>LTI mentor:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Leena Richards                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |
| <b>Date:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | August 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Semester:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Fall 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <p><b>Description of Internship:</b> 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<sup>th</sup> 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <p><b>Start/End date:</b> September 1- December 15<br/> <b>Time/day at site:</b> Tuesdays from 9-5.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Deliverables</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Work plan, presentation to mentor, student feedback, final 2-month curriculum                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |
| <b>Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Learning team, internet, library card, bus pass, computer                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |
| <b>Timeline</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>August: Explore career interests and skills inventory, discuss possible internship sites with Advisor, apply/interview for internships<br/>           September: Get work plan approved by mentor, begin interviews and research<br/>           October: Compile research and design 2-month literacy curriculum<br/>           November: Present deliverables to mentor, prepare portfolio presentation.<br/>           December: Present portfolio</p> |  |  |  |  |
| <b>Logistics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>How do I plan to travel to/from internship site?<br/>           Do I have permission slip signed by entire learning team?<br/>           What is my plan for lunch on internship days?<br/>           Who is my emergency contact?<br/>           What do I do if I can't make it to the internship site?</p>                                                                                                                                            |  |  |  |  |
| <b>Progress Update: August</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Progress Update: September</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Progress Update: October</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Progress Update: November</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Progress Update: December</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Mentor Notes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Advisor Notes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
| <b>Parent Notes:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |

### Sample Course of Study (10-12<sup>th</sup> grades)

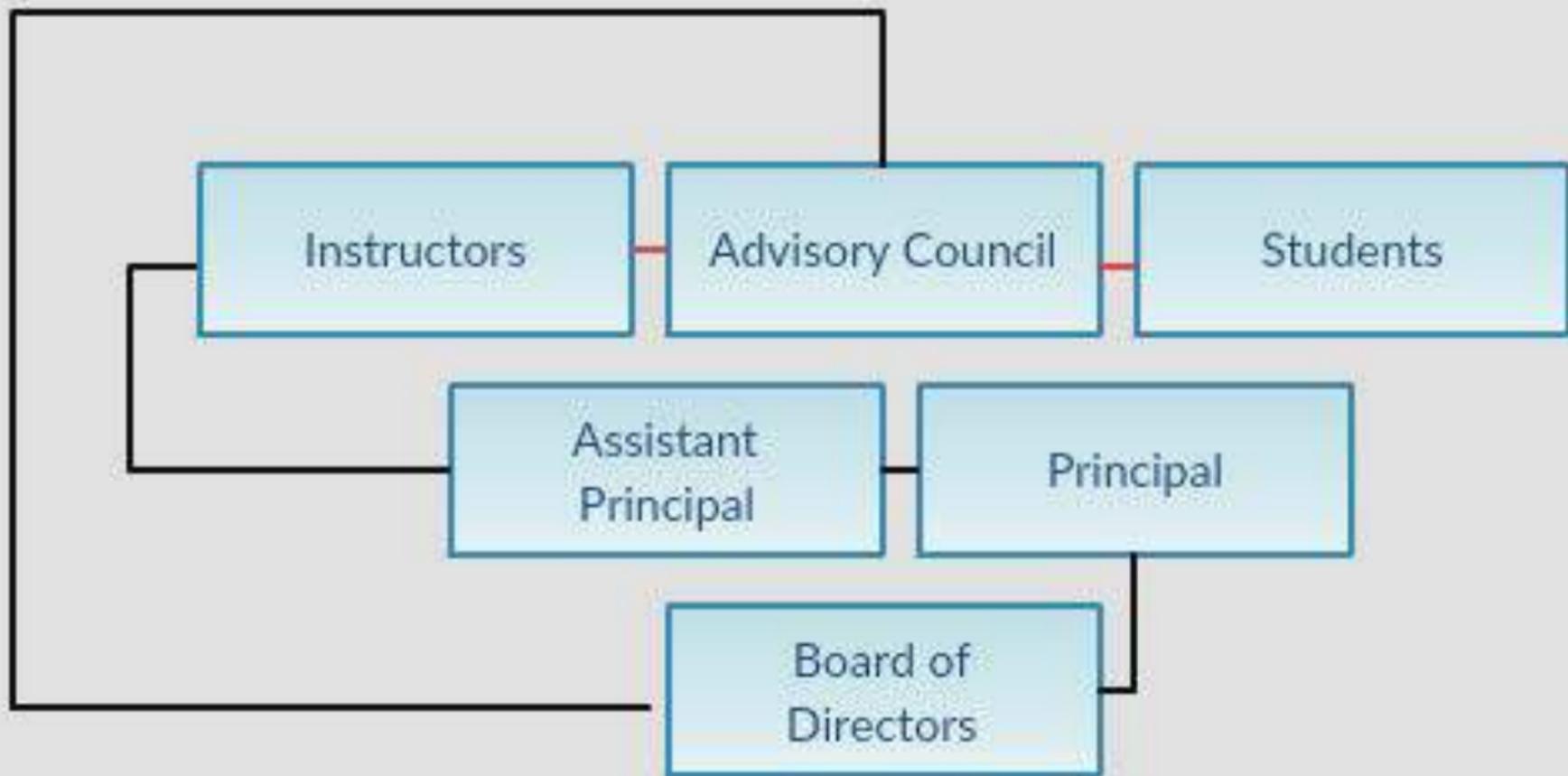
| 10 <sup>th</sup> Grade    | Fall                    | Spring                   |
|---------------------------|-------------------------|--------------------------|
| <b>Academic (4)</b>       |                         |                          |
| <b>Math</b>               | Geometry                |                          |
| <b>Science</b>            | Biology                 |                          |
| <b>English</b>            | English 10              |                          |
| <b>Social Studies</b>     | World History           |                          |
| <b>Real-World Lab (1)</b> | Office Management       | Internship               |
| <b>Career Focus (1)</b>   | Computer Applications I | Computer Applications II |
| <b>Total Credits = 6</b>  |                         |                          |

| 11 <sup>th</sup> Grade    | Fall                | Spring              |
|---------------------------|---------------------|---------------------|
| <b>Academic (4)</b>       |                     |                     |
| <b>Math</b>               | Algebra II          |                     |
| <b>Science</b>            | Physics             |                     |
| <b>English</b>            | English II          |                     |
| <b>Social Studies</b>     | U.S. History        |                     |
| <b>Real-World Lab (1)</b> | Entrepreneurship I  | Entrepreneurship II |
| <b>Career Focus (1)</b>   | Spanish I           | Spanish II          |
|                           | Survey of Fine Arts |                     |
| <b>Total Credits = 6</b>  |                     |                     |

| 12 <sup>th</sup> Grade    | Fall                 | Spring     |
|---------------------------|----------------------|------------|
| <b>Academic (4)</b>       |                      |            |
| <b>Math</b>               | Statistics           |            |
| <b>Science</b>            | Chemistry            |            |
| <b>English</b>            | English 12           |            |
| <b>Social Studies</b>     | Civics               | Economics  |
| <b>Real-World Lab (1)</b> | JAG                  |            |
| <b>Career Focus (1)</b>   | Spanish III          | Spanish IV |
|                           | Intramural Athletics |            |
| <b>Total Credits = 6</b>  |                      |            |

## Sample Elective Options

| Sample Elective Options                 |                                    |                                     |                            |                                  |
|-----------------------------------------|------------------------------------|-------------------------------------|----------------------------|----------------------------------|
| <b>Career &amp; Technical Education</b> | Business Education                 | East                                | Family & Consumer Science  | Marketing Education              |
| <b>Workplace Readiness</b>              | Computer Applications I            | East/Workforce Technology I,II, III | Nutrition & Wellness       | Marketing                        |
| <b>Job's for America's Graduates</b>    | Computer Applications II           |                                     | Family & Consumer Science  | Marketing Management             |
| <b>Internship</b>                       | 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

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Student Interest

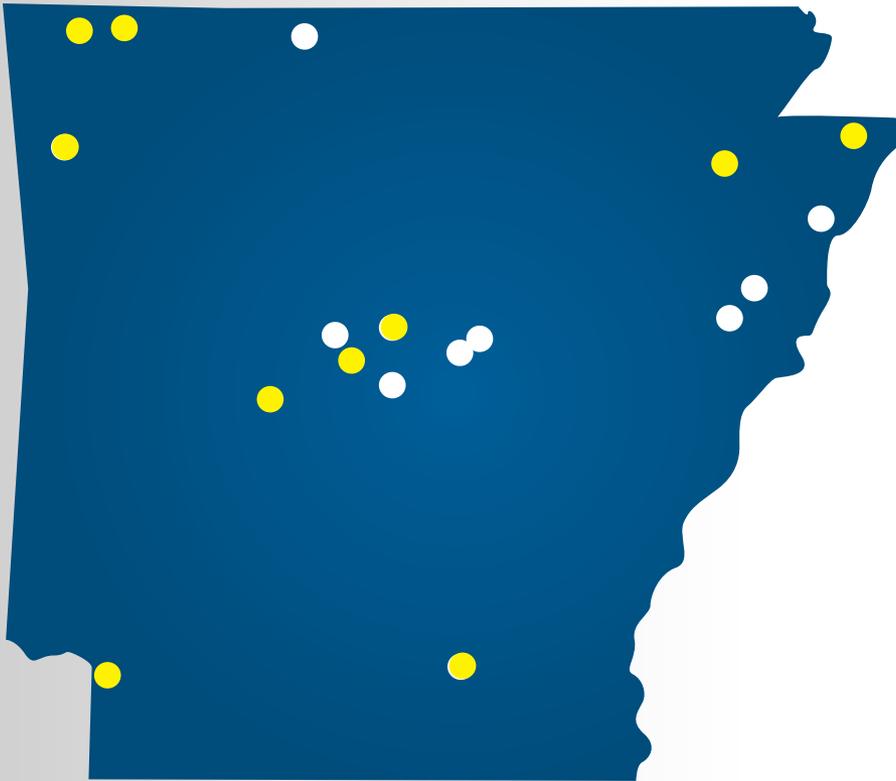
Relevant Skills

Real World Experience



# Charter Schools

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- Public & Free
- State-approved diploma
- Innovative & adaptable
- Accountable

---

***"I plan to start a company or go to college or both!"***

Poise and 21<sup>st</sup> century skills

Full-ride scholarships

Recruited by top companies

Student interests become real opportunities





# 3 Pillars

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Real World Collaboration

Project- Based Learning

Integrated Technology

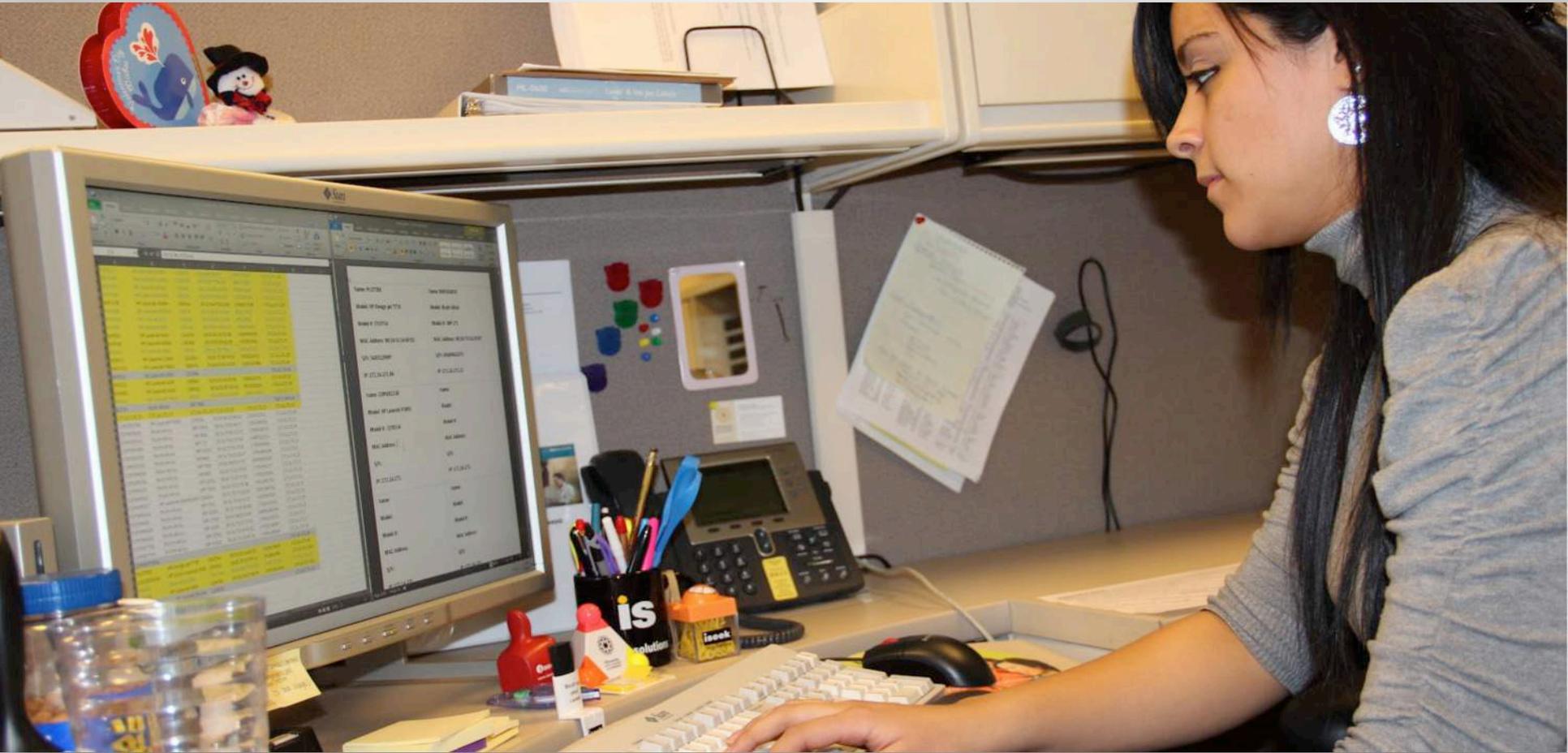


# Real World Collaboration

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

Letter of Intent

Fall  
2015

Present to Arkansas  
Department of  
Education

Spring-  
Summer  
2016

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.

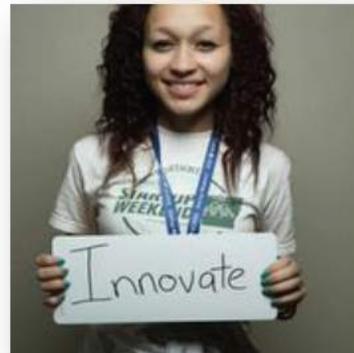
***Donde: Elm Grove Community Center/MLK Park  
1901 N. Greenwood Ave  
Fort Smith, AR***

***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.

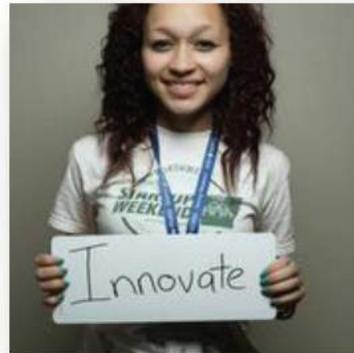
**Place: Elm Grove Community Center/MLK Park  
1901 N. Greenwood Ave  
Fort Smith, AR**

**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***