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Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013



ARKANSAS DEPARTMENT OF EDUCATION

2013 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Ozark College & Career Academy _____

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Ozark College & Career Academy

Grade Level(s) for the School: K-12 Student Enrollment Cap: 250

Name of Sponsoring Entity: Ozark Education, Inc.

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

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

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

Name of Contact Person: Dr. Christine Silano

Address: P.O. Box 114 City: Springdale

ZIP: 72764 Daytime Phone Number: (479) 935-9992 FAX: (479) 439-9235

Email: ozarkcca@gmail.com

Charter Site

Address: 922 E. Emma Ave. City: Springdale

ZIP: 72764 Date of Proposed Opening: _____

Chief Operating Officer

of Proposed Charter (if known): Christine Silano Title: Executive Director

Address: 4312 Alma St. City: Springdale

ZIP: 72764 Daytime Phone Number: (479) 601-2776

The proposed charter will be located in the Springdale 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: Christine Silano Position: Executive Director State of Residence: AR
- Name: Julie Trivitt Position: Board Treasurer State of Residence: AR
- Name: Larry V. Ash Position: Board President State of Residence: AR
- Name: Paige Young Position: Board Vice President State of Residence: AR
- Name: Amy Chiodo Position: Administrative Assistant State of Residence: AR
- Name: Arturo Garcia Position: Hispanic Outreach Coord. State of Residence: AR
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____
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- Name: _____ Position: _____ State of Residence: _____
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- Name: _____ Position: _____ State of Residence: _____
- Name: _____ Position: _____ State of Residence: _____

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

20,131 (Total District Enrollment)

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

- Springdale Bentonville Rogers
- Fayetteville Gentry Siloam Springs
- Pea Ridge Huntsville Greenland

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Ozark College & Career Academy is to empower K-12 students to excel academically, discover their talents, and advance toward their dreams through 21st Century learning models.

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

Applicant Response:

All OCCA students will be diagnostically assessed in Common Core State Standards (CCSS) literacy and math knowledge and skills within one week of starting school to inform level placement, remediation, and areas of giftedness to be documented in a Personal Learning Plan and serve as a baseline for measuring achievement.

All OCCA students will explore their interests and abilities to increase motivation through engaging real-world projects and discovery learning in accordance with Csikszentmihalyi's "flow" theory.

Grades 6-12 OCCA students will lead their own learning through regular self-assessments and progress goals including student-led parent conferences and ongoing college and career research. Dreams will become reality through rigorous expectations for success supported by extended day and extended calendar.

Grades K-12 OCCA students will enjoy project-based learning incorporating 21st Century skills, including: use of technology; skilled communication; real-world problem solving; collaboration; global awareness (including early foreign language); and online collaboration.

All OCCA students will enjoy a 1:1 technology ratio ensuring differentiation through individualized curriculum blended with quality STEAM-integrated (science, technology, engineering, arts, and math) experiences to scaffold instruction for at-risk learners and deepen engagement for all learners.

Every Grade 9-12 OCCA student will be intentionally prepared for enrollment and success in a concurrent credit course of study (AP or other accredited college course) or a career certification program by grade 11.

All OCCA students will participate in a character education program rooted in the 6 soft skills determined by the U.S. Department of Labor's to increase employability: Communication; Enthusiasm & Attitude; Teamwork; Networking; Problem Solving & Critical Thinking; and Professionalism.

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 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.

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.

Applicant Response:

OCCA held three public meetings.

The first meeting was held on July 9, 2013 at the Jones Center for Families at 944 E. Emma Avenue, a local community center located in the Springdale Public Schools District. Notice of the meeting was published in the Northwest Arkansas Times, both Washington and Benton County editions, for three weeks prior to the meeting, on June 16th, 23rd, and 30th. The notice was in the front page section, not the legal or classifieds. The last publication of notice was no less than 7 days prior to the meeting. Within seven calendar days following the first publication of the notice of the public hearing, emails were sent to the superintendents of the following districts: Benton County School of the Arts, Bentonville, Farmington, Fayetteville, Gentry, Gravette, Greenland, Haas Hall, NWA Classical Academy, Pea Ridge, Rogers, Siloam Springs, Springdale, and West Fork.

The meeting was attended by 8 community members. Dr. Christine Silano gave a PowerPoint presentation and answered questions. Attendees signed in. Two front page articles were written and published by reporters from two local newspapers.

The second public meeting was held on July 30, 2013, also at the Jones Center in Springdale. The meeting was publicized for two weeks prior to the hearing in the local newspaper on July 21st and 28th. It was also publicized on the local Hispanic radio station, La Zeta 95.7 by PSA for one week prior to the meeting. It was also publicized on a local Hispanic television station, Univision on Cox Cable channel 11 by way of an interview with our Hispanic Outreach Coordinator, Arturo Garcia, with reporter Belen Gomez-Jordana. The meeting was also advertised by fliers handed out in front of the Springdale Public Library and at a local church.

Six community members were in attendance, three of whom were Hispanic parents who had heard about us on the radio. One was a Caucasian mother who had read about OCCA in the newspaper. The other two women were school teachers who had read about OCCA and were interested in helping to establish the school.

The attendees asked several questions about specific plans for the school. Each wrote a comment or question on a card, along with their contact information and indication of whether they would like to serve on the advisory board. Comments included the following:

"Heard about this on 95.7 'La Z' and was intrigued at once. I want my son and daughter to have access to the best education there is." (Advisory Board? Yes)

No comment. (Advisory Board? Yes)

"To find out more about OCCA! I'm interested in a school that focuses on children in poverty and their needs." (Advisory Board? Yes)

"I came because I am looking for a better education for my 10 yr. old son. We are in the Springdale school system and find it sub-par, having transferred from Fayetteville. Also, the learning style doesn't fit him and many students aren't passing the end of year state tests. He is unhappy and we are looking for a better experience, closer to Montessori, his first school. We are non-traditional and are interested in alternatives. I know there is something better for my child." (Advisory Board? Yes)

"How much would my family pay? Please send me posters to post at Walmart Home Office."

"I am interested in being a teacher here!" (Advisory Board? Yes)

The third public meeting was held on August 15, 2013, also at the Jones Center in Springdale. This meeting was publicized for four weeks in the local newspaper, on July 21st and 28th, and also on August 4th and 11th. Fliers were distributed and PSA's were aired on local radio as well. Leaders from the Marshallese community were contacted personally to get the word out to this significant minority population in Springdale.

The third meeting was attended by 8 community members and parents. Comments and discussion following the presentation included the following written notes:

"Students in Springdale need alternatives to public education. Also, when one charter school is established perhaps another will start in the area." (Advisory board? Yes)

"Interest in special attention to each child. Excellence in achievement through praise. There is a need. Like the use of computer learning based programs."

"I really like how you are open to exploring what online resources are available. I would encourage you to explore Khan Academy videos online (free of charge) as a remediation or enrichment tool." (Advisory board? Yes)

"I would like to see a charter school because it will benefit my daughter. She is a slow learner. Smaller classes will help her."

A fourth public meeting will be held in the spring of 2014 to inform parents of prospective enrollees about the OCCA program.

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- 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.

Applicant Response:

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

Applicant Response:

The legal entity governing the proposed school is Ozark Education, Inc. (OEI), which is a non-profit corporation in the state of Arkansas. The Board of Trustees of OEI will also serve as the governing body of Ozark College & Career Academy. The Board will elect its members according to the terms of the corporate bylaws. The bylaws specify that the Temporary Governing Board is a body of up to 7 members appointed by the Founder and will serve until the first Board of Trustees is elected by the school community at its first annual meeting no later than October 31st of the first school year.

The Temporary Governing Board, and subsequently the Board of Trustees, has final decision-making authority in:

- (1) School finance, by means of approving or rejecting the district budget and emergency expenditures in excess of \$1,000 as submitted by the Program Director (hereafter referred to as the Director);
- (2) Student discipline, in that any expulsions recommended by the Director and/or Dean must be approved or rejected by majority vote of the Board;
- (3) Hiring and firing of staff, in that all hirings and firings must be approved or rejected by the board under advisement of the Director (in instances of personnel matters); and,
- (4) Hiring and firing of the Director under advisement of all stakeholders (the Community Advisory Board, parents, staff, and students).

The Temporary Governing Board includes a non-voting member, the Ozark Education, Inc., Executive Director who also serves as the Ozark College & Career Academy Program Director (referred to as the Director).

The following is a verbatim copy of the pertinent sections of the by-laws regarding the election and responsibilities of the governing board:

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Temporary Governing Board and then the Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

Section 2. Qualifications. To qualify for nomination to the Board of Trustees, candidates must possess one of the following credentials:

- 1) A bachelor's degree or higher from an accredited college or university, OR
- 2) At least 3 years business management experience, OR
- 3) At least 3 years success with fund-raising and/or grant writing, OR
- 4) At least 3 years leadership experience in community service or ministry.

Section 3. Parent Member. No more than one parent of an enrolled student may serve as a Trustee. The parent is exempt from the above qualifications.

Section 4. Staff Members. Staff members are prohibited from serving on the Board of Trustees.

ARTICLE III Temporary Governing Board

Section 1. Initial governance will be provided by a Temporary Governing Board of persons selected by the Executive Director of the Corporation. This Board will serve no longer than 15 months from the inception of this corporation. This Board, shall, among other things, manage a process for the election of the Board of Trustees.

ARTICLE IV Board of Trustees

Section 1. Number. The Board of Trustees shall consist of not less than five and not more than seven persons. The Director of the Corporation shall be a non-voting member of the Board of Trustees.

Section 2. Term. Trustees shall be elected for three year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any year, unless a vacancy needs to be filled.

Section 3. Powers. The Temporary Governing Board and then the Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 4. Election. The names of the members of the Temporary Governing Board are set forth in the Certificate of Incorporation. All successor Trustees shall be elected by the eligible voters of the school community at an election held each year at the annual meeting. Eligible voters shall be the parents or guardians of any children currently attending the school. Elections shall be conducted using secret ballots. Voters shall be required to sign a Roster of Voters confirming their eligibility to vote. Each school family shall be accorded one vote per available position, regardless of the number of its children attending the school. Proxy voting is prohibited. Votes shall be tallied and announced at the meeting where the vote takes place. A group of volunteers, no less than three nor more than five people, made up of eligible voters, but not those up for election, shall tally the votes. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

Section 5. Term Limits. Trustee membership shall be limited to two consecutive three year terms. Previous Trustees shall be re-eligible for membership after a lapse of two years.

Section 6. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 7. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in October of each year. Written notice shall be given not less than 14 days nor more than 45 days of the time, place, and purposes of the meeting.

Section 8. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Trustees shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

Section 9. Special Meetings. Special meetings of the Board of Trustees for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Trustees. Such

meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting.

Section 10. Quorum. A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which a quorum is present, whether physically or by electronic means, shall be regarded as the act of the Board of Trustees.

Section 12. Vacancies. A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person to fill the vacancy until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 13. Compensation. Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16. Meeting Attendance. Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE V Committees

Section 1. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its report to the Board of Trustees and be dissolved. Members of ad hoc committees may be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees.

ARTICLE VI Officers

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Trustees may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive

one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow:

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all trustees. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Program Director or designated Administrative Assistant as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Director or Administrative Assistant deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Director or Administrative Assistant in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Director or Administrative Assistant establishes a system of adequate financial recording showing quarterly income, expenditures and balances and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

Program Director

The Executive Director of Ozark Education, Inc., will be designated OCCA Program Director, to be referred to as the Director.

The Director will facilitate the ongoing development and implementation of a vision of achievement, innovation, and care for all stakeholders of the school community including students, staff, parents, and community partners as well as handling all financial and facilities business.

The Director retains the authority to hire and dismiss any subordinate staff, at will.

The Director retains final decision-making authority in the area of finance and purchasing in accordance with the school budget as voted on and approved by the Board of Trustees. School finance and purchasing decisions include vendor management; payroll administration; accounting; budgeting; cash management; financial reporting; and annual audits. The contingency fund may be accessed by the Director only with board approval for amounts exceeding \$1000.

The Director retains the following administrative authority:

- Student discipline, in accordance with the Student Handbook.
- School budget, including crafting, submitting to the Board Finance Committee for review, and implementing the Board-approved budget.
- Hiring and dismissing school staff at will under advisement of the Board.
- Managing the day-to-day operations of the school including personnel matters.
- Reporting to the Board including a monthly discipline report and academic achievement report.
- Serving as the Instructional Leader of the school, responsible for curriculum alignment with Common Core State Standards, teacher and staff evaluations, and professional development.
- Cultivating and communicating a vision for excellence under the advisement of the Community Advisory Board and the School Leadership Team.
- Developing and maintaining a positive, high impact school culture that emphasizes rigor, relevance, and relationships.

School Leadership Team

The Leadership Team will be comprised of the Director, the Dean of Students, and the Lead Teachers.

Lead Teachers

The Director will designate up to three Lead Teachers as needed for grades K-4, 5-8, and 9-12. They will act under the advisement of their grade range departments.

The Lead Teachers will facilitate Professional Learning Community meetings and activities within their grade-range departments including student data collection, curriculum alignment, event/field trip planning, real-world projects, job shadowing arrangements, assemblies, and departmental professional development. They will also solicit and submit purchase orders for instructional materials and classroom supplies.

Teachers

Every faculty and staff member will belong to a Professional Learning Community (PLC) responsible for measuring student achievement, setting SMART goals (specific, measurable, attainable, realistic, and time-bound), implementing high-yield instructional strategies, and ensuring curriculum is aligned with Common Core State Standards. PLCs may also deliberate on and strategize matters of concern including discipline procedures, event planning, school culture, etc., and may submit recommendations to the Leadership Team and/or Board of Trustees for review and adoption. Each PLC will be facilitated by a Lead Teacher who will receive a stipend. PLCs will not have more than 6 members.

Community Advisory Board

Parents, community members, teachers, and students will be encouraged to serve on the Community Advisory Board which may form committees to address specific areas of need or populations of students. For example, an Elementary Committee, Secondary Committee, Hispanic Committee, and/or a Marshallese Committee may be formed. The Advisory Board may make recommendations to the Leadership Team and/or the Board of Trustees to solicit changes and improvements in the governance of the school. The Community Advisory Board and sub-committees shall elect their own officers/representatives.

Students

Students grades 4-12 will be encouraged to participate in Student Government. Each class may elect two representatives to serve on the council, for a total of 18 members. The council members may elect officers

among themselves or run a school-wide election for offices. Student officers may represent the student body at Board of Trustees and Community Advisory Board meetings, as well as make recommendations to the Leadership Team to solicit changes and improvements in the governance of the school. The Director will act as Advisor to Student Government.

Dean of Students

The Dean of Students will address student behavior issues in accordance with Student Handbook policy; however, in the event of contested decisions or extenuating circumstances, the Director will have decision-making authority under advisement from the Superintendent as needed. In the event a student is recommended for expulsion, the Dean and Director will present documentation of behavior warranting expulsion before the Board of Trustees or its designated entity for approval or rejection.

The Dean of Students will also assist the Director in operations management to include vendors, transportation, maintenance, food service, security, and technology. The Dean of Students will be responsible for operations continuity in the Director's absence.

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

Applicant Response:

The mission of Ozark College & Career Academy is to empower K-12 students to excel academically, discover their talents, and advance toward their dreams through 21st Century learning models.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

At a local level, Northwest Arkansas boasts a higher rate of success among its students than that of neighboring communities. With an average graduation rate of 82% in Washington County, and 89% in Benton County, the region is above the state average of 80%. Nonetheless, in a region of more than 57,000 school children, an 86% graduation rate means as many as 8,500 of the current students in this area will exit the system without a high school diploma (www.greatschools.org). Demographically, 48% of the region's students are considered economically disadvantaged. Of those, the graduation rate drops to 74%.

For the 13 school districts listed in proximity to the proposed location of OCCA, the following data provide a snapshot of regional academic strengths and weaknesses. District literacy and math scores were chosen to compare average elementary level achievement.

2012 REGIONAL DISTRICT ACHIEVEMENT

DISTRICT	FRL	MINORITY	LITER.	MATH	2012 AYP
ARKANSAS	61%	36%	79%	75%	*
BCBSA	34%	21%	88%	82%	NI
Bentonville	30%	24%	90%	88%	NI
Farmington	39%	14%	83%	85%	A
Fayetteville	41%	31%	85%	84%	A
Gentry	65%	30%	82%	78%	NI
Gravette	51%	12%	82%	80%	NI
Greenland	61%	9%	76%	65%	NI
Haas Hall	1%	14%	100	100	A
NWACA	*	*	*	* *	
Pea Ridge	47%	9%	86%	89%	NI

Rogers	61%	49%	89%	82%	NI
Siloam Spr.	56%	37%	83%	81%	A
Springdale	67%	59%	78%	77%	A
West Fork	59%	7%	75%	70%	NI

* = N/A NI = Needs Improvement A = Achieving

Data sources: ADE and University of Arkansas Office of Education Policy

Though NWA schools are a step ahead of the rest of the state, a large percentage of students are not experiencing the academic success necessary for college or career advancement. In 2011, out of 109 Arkansas schools identified as “focus” schools, i.e., schools with a clear gap in achievement between at-risk (economically disadvantaged, English Learners, and Students with Disabilities) and regular students, or schools with low graduation rates, 10 of those schools were in Northwest Arkansas, and 8 of those were in the district in which the charter proposes to open, Springdale.

In Springdale, additional areas to be addressed can be observed. The 2012 Springdale District Report Card documents an 80% graduation rate, meaning as many as 4,000 of the current 20,000+ students may not graduate on time. Of those who graduate and go on to college, the district college remediation level stands at 41%. 4 out of 10 Springdale graduates are not college ready.

This is also evidenced by 2013 Grade 11 Literacy Proficient & Advanced (P&A) rates of 68.5% among the general population, and only 53% P&A among the TAGG group (minority, economically disadvantaged, and special needs students). Springdale is notably more successful with math instruction at 83% P&A on EOC Algebra and 75% P&A on EOC Geometry. But the Biology scores, like those of most of the rest of the state, are low at 41.5%. In an economy where science proficiency matters, Springdale graduates are at a distinct disadvantage.

Northwest Arkansas is also home to one of the lowest performing Priority Schools in the state. Priority schools represented the lowest 5% of Title 1 schools. Springdale's Alternative Learning Environment (ALE) high school was in fact the second-lowest performing high school in the state, with a running record of under 10% P&A on the 11th Grade Literacy for the years 2010-2012, under 22% P&A on the EOC Algebra for those 3 years, and less than 4% P&A on the Biology EOC for the same time period. Springdale has made a notable effort to correct this deficiency, however, raising 2013 scores to 33% in 11th grade literacy, 63% in EOC Algebra, and 19% in EOC Biology.

To provide a more promising option to the children in low-achieving schools, and a choice for families looking for a different educational program for their child, Ozark College & Career Academy endeavors to offer an innovative, effective program designed to engage and support at-risk and regular learners to increase the likelihood of high school graduation and college success. The innovation of the OCCA program is multi-fold, including smaller class sizes, 1:1 technology ratio and flipped instruction,, project-based learning, a Montessori-based early childhood program, and early foreign language instruction.

Smaller Class Sizes

Kindergarten class size will be no more than 15. Each grade will add an additional student (grade 1=16, grade 2=17, etc.) capping at no more than 20 for grades 5 and up. At-risk and regular students will enjoy more one-on-one time with their teachers as well as differentiation of curriculum and instruction to meet diverse student needs. Numerous studies have shown that smaller class sizes can significantly affect achievement outcomes, especially among younger and at-risk learners (Achilles, 2012). Innovation. Except for Alternative Learning Environments and special needs classrooms, traditional students can expect to have at least 20 students in elementary classrooms and 30 in secondary. Every OCCA student will enjoy the benefits of smaller class size.

One-to-One Technology Ratio and Flipped Instruction

OCCA will make laptops and notebooks available for checkout to students. They and their parent/guardian will sign a contract agreeing to responsible usage and care for the equipment. The device will be taken home daily

for homework. OCCA will partner with Cox Cable to ensure that all families have access to high speed internet service in their home. Cox partners with Connect2Complete to provide high speed internet access to Arkansas students receiving Free and Reduced lunch benefits (<http://www.thecitywire.com/node/28752#.UhwaKmRgar9>).

A primary benefit of 1:1 technology is the ability to personalize instruction, meaning every child can work with curriculum aligned to their own literacy or math level. Digital, interactive curriculum programs, fully aligned with Common Core State Standards, are designed to first assess each child to better determine their course level placement, i.e., advanced students are able to forge ahead without waiting for the rest of the class to catch up (placing them at risk for boredom and disengagement), and struggling students are able to fill in learning gaps rather than falling farther behind as the rest of the class progresses. State-of-the-art, research-based, CCSS-aligned digital curriculum programs, such as Edgenuity and Odysseyware), formatively assess students as they work through the lessons, giving them immediate feedback and alerting the classroom teacher if mini-lessons or small group tutoring are needed for concept mastery. Using data from diagnostic and formative assessments, OCCA teachers will “blend” direct instruction with personalized digital learning to give students the benefits of traditional and 21st century instructional models.

Another powerful benefit of 1:1 technology is the ability to incorporate the “flipped” instructional model. Stanford Medical School and many other colleges and K-12 schools utilize this digitally-based method (Steakley, 2012). OCCA plans to incorporate flipped instruction whereby students use their digital device to watch and/or read an instructional video or graphic rendition of a concept for homework, then return to class the following day ready to participate in activities and projects under their teacher's competent supervision. Essentially, students may view lectures at home and do “homework” at school. With this model, teachers can use precious class time to engage students in effective hands-on and small group learning experiences and projects, reinforcing new vocabulary and concepts introduced in the take-home ODYSSEYWARE or Edgenuity lesson. The classroom teacher becomes a facilitator of Socratic discussions, diverse learning-style delivery methods, and project-based assessments that support and engage at-risk and regular learners, rather than traditional “sage on the stage” style instruction.

ODYSSEYWARE (OW) provides customizable, online courses for grades 3-12, aligned to Common Core State Standards and Arkansas Frameworks. OW offers the following features as described in their white paper (http://www.odysseyware.com/asset/media/pdf/Odysseyware_Course_Outline.pdf):

- OW's new Teacher Authoring Tool takes customization to the next level.
- Easy-to-use technology lets students learn at their own pace; and allows educators to teach in their own style.
- Interesting, engaging and timely - with links to videos, audio files, interactive games and other content to enhance the learning experience.
- Powerful administrative and reporting tools allow educators to complete tasks quickly and easily.
- Also facilitates credit recovery, remediation, dropout prevention and textbook replacement

OW offers a variety of core and elective courses for grades 3-12 as well as a number of CTE courses for grades 9-12.

Edgenuity, another quality digital curriculum, offers many of the same courses as OW, but it also provides Advanced Placement courses, as well as a number of cutting-edge technology courses such as “Green Design and Technology,” “Game Design,” and “Introduction to C++ Programming” (<http://www.edgenuity.com/Curriculum-Research/Course-Search>), ideal skills for STEM projects.

Innovation. A 1:1 device ratio, blended and flipped instruction, and digitally-interactive Arkansas Frameworks and CCSS-aligned software are luxuries that only a few classrooms and schools in the NWA region can boast of. OCCA students will experience the benefits of this top-notch, innovative model.

Project-based Learning

The Buck Institute for Education (2013), a clearinghouse for project-based learning research and a leader in PBL professional development, defines PBL as:

“In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.”(What is PBL, 2013).

Project-based learning will be at the heart of the OCCA instructional model. Meta-analyses of studies of PBL show consistent evidence that PBL instruction is more effective than traditional instruction in long-term memory tests and skill development (Strobel & van Barneveld, 2009). The Buck Institute for Education (BIE) is dedicated to supporting schools in the adoption of the Project-based Learning (PBL) model. OCCA will use BIE as a resource for support materials, rubrics, training, and coaching staff in PBL best practices. OCCA will adopt the “8 Essentials of Project-based Learning” as outlined by Larmer and Mergendoller to inform the development of course projects (http://images.bie.org/uploads/useful_stuff/8_Essentials_article_small_file_size_Oct2012version.pdf). The 8 essential components enumerated by the authors are:

1. Significant content.
2. A Need to Know
3. A Driving Question
4. Student Voice and Choice
5. 21st Century Learning Skills
6. Inquiry and Innovation
7. Feedback and Revision
8. Publicly Presented Product

The OCCA PBL model will emphasize 21st Century skills. A 2013 Gallup study found that students who had learned 21st Century skills in school had significantly higher workplace success. 21st Century skills include: use of technology; knowledge construction; skilled communication; real-world problem solving; self-regulation; collaboration; global awareness; and online collaboration (“21st Century,” 2013).

Real-world problem solving has been identified as a key aspect of the success of STEM (science, technology, engineering, and mathematics) education practices. The National Center for the Advancement of StEM Education advocates “real-life” problem-solving as an integral component for getting students “turned on” to inquiry and design (I & D) STEM curriculum (National Center, 2013). Though OCCA will not limit our students and teachers by emphasizing STEM at the expense of literacy and the arts (we prefer the less well-known “STEAM” acronym -adding an “A” for arts), we will rigorously incorporate and integrate STEM learning into our project models in accordance with best practices in STEM instruction.

Innovation. Though PBL is gaining recognition in Arkansas as a powerful instructional model, thanks to the emphasis on “authentic” learning found in the Common Core State Standards, OCCA will be uniquely structured to support PBL learning compared to traditional public schools. Our small class sizes, STEAM skill focus, and personalized instructional model are vital components for ensuring PBL success at all grade levels.

Montessori-based Early Childhood Program

OCCA will adopt a modified version of the Montessori model for its early childhood program. K-2 students will spend a substantial portion of their day in a discovery learning environment with a Montessori-trained instructor. In the Montessori model, children are led by their interests. The classroom environment and materials are carefully chosen and strategically arranged to invite mastery of academic concepts, and the teacher has at the ready a comprehensive menu of games, lessons, and projects to quietly offer students as she travels around the classroom watching for “teachable moments” day after day. Montessori students who start with this method in the preschool years are known to be early readers and masters of mathematical concepts, as demonstrated by research, even when controlled for demographic backgrounds (Lillard, 2006).

Our Montessori-based program will be complemented by CCSS core instruction developed by our K-2

Professional Learning Community. Our K-2 teachers will use an online formative assessment tool such as the STAR Early Literacy assessment program to inform unit planning, and may also use a remedial tool such as the ODYSSEYWARE Common Core Assessment and Remediation Tool (CART) to ensure rigorous alignment with CCSS standards.

Innovation. In Northwest Arkansas, Montessori-based early childhood instruction is rarely available to families who cannot afford private school tuition. This internationally recognized method of instruction will fit well with the OCCA philosophy of project-based learning which requires the creativity and critical thinking skills that Montessori methodology cultivates.

Early Foreign Language Instruction

Early foreign language instruction has been found to have a plethora of benefits to students. According to research conducted by the Connecticut State Department of Education, numerous studies bear out the following benefits. Early foreign language study:

1. Benefits academic progress in other subjects
2. Narrows achievement gaps
3. Benefits basic skills development
4. Benefits higher order, abstract and creative thinking
5. Enriches and enhances cognitive development
6. Enhances a student's sense of achievement
7. Helps students score higher on standardized tests
8. Promotes cultural awareness and competency
9. Improves chances of college acceptance, achievement and attainment
10. Enhances career opportunities
11. Benefits understanding and security in community and society

At OCCA, foreign language instruction will start at the Kindergarten level. Because of our extended school day, 30 minutes of instruction per day can be devoted to foreign language acquisition. Parents may choose to enroll their student in Spanish or Chinese, two languages that can increase employability in our global economy.

Students who come to school with bilingual skills may elect to study both of their home languages, i.e., Spanish/English, rather than tackle a new language, with the goal of proficiency in reading and writing in both languages. Monolingual children will start learning basic conversational skills in a second language their first years, then progress toward written literacy over a period of years. Students identified as gifted and talented in language acquisition may elect to study a third language during before- or after-school program time.

At the beginner level, OCCA monolingual teachers will study foreign languages with their students using digital curriculum while integrating opportunities to practice conversation with native speakers. At intermediate and advanced levels of language acquisition, students will learn from native speakers and/or professional foreign language teachers.

Innovation. Early foreign language instruction is only offered in private elementary schools in Northwest Arkansas. OCCA students will be a step ahead of their NWA peers, enjoying a sense of pride in their achievement, increased cultural awareness, greater employability, and enriched cognitive development.

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

Applicant Response:

Philosophy of Learning

The Ozark College & Career Academy philosophy of learning starts with the premise that the best kind of learning is natural and pleasurable. But traditional public schools, being built on a factory production model, often produce an unnatural and unenjoyable classroom environment that slows the learning process for some students. We adhere to the idea that each child possesses unique, innate intelligences that, when discovered and developed, can provide them with multiple cognitive “hooks” on which to hang all types of learning, helping them to experience pleasure in learning concepts and facts that might otherwise seem foreign. The child who demonstrates giftedness in music, whose talent is “discovered” by a teacher and is taught an instrument or singing at an early age, begins thinking in terms of patterns that make math concepts accessible to him. The child who is fascinated by animals finds delight in writing elaborate stories about her pets, despite her deficiencies in spelling. The boy who seems to like nothing other than collecting rocks on the playground becomes the class scientist when a teacher shows him that rocks have names and can be classified according to their geologic characteristics.

Psychologists refer to this type of learning, this state wherein humans enjoy the task in front of them in a way that causes them to lose themselves in the doing and extend their cognitive reach, as “flow” (Csikszentmihalyi, 1997). Flow has been defined as the pleasure that comes when skills match challenges, and work is neither too easy (boring) nor too difficult (frustrating). A similar psychological concept is Vygotsky’s “ZPD,” or “Zone of Proximal Development” (1935). Both concepts allude to two of the biggest problems that educators grapple with daily: the bored, under-stimulated student; and the frustrated, struggling student. John Dewey had another way of describing the observed phenomena. A student who was enjoying his lesson but didn’t see any real value to it, was said to be “fooling.” The student who saw value in a lesson, but did not enjoy it, was experiencing “drudgery” (Dewey, [1910] 1997). Maria Montessori referred to the ideal state of enjoying learning for its own sake as “normalization.” The teacher’s job is to find the “sweet spot” for his students, that state that is most healthy and “normal,” the place where they are intrinsically motivated to do serious work.

The traditional public school teacher is pulled apart by two unhappy groups of students, trying to teach, as she has been trained, one concept to many students at once, some of whom are already masters of the concept and therefore bored or unchallenged, and some of whom are confused, lacking the knowledge and understanding prerequisite to the new learning. Only the third in the middle, the middle of the bell curve, are in “the zone.” Whether the middle group of students is enjoying “flow” or “normalization” is nebulous in such a haphazard environment. More likely they are distracted by their unhappy peers on either side of them.

No two persons are exactly alike in their interests. And yet traditional schools ask teachers to teach every student the same way. Teachers spend their days doling out work for students and hoping they will complete the work without resistance. If students are especially difficult to motivate, the school day becomes a 6 or 7 hour cycle of rewards and punishments, a carrot at the front and a stick at the rear. Therefore, OCCA is dedicated to creating a culture and community that will build intrinsic motivation in all learners by appealing to their innate intelligences and interests at each level of development by focusing on individual and small group learning at least 90% of the school day. At all developmental levels, including adult, students are drawn to that which captures their imagination either by its design, its actions, its effect, its meaning, or its pleasure.

As a brand new charter school, we can expect that many of the students that come through our doors will arrive with entrenched adaptive behaviors and negative attitudes born of the expectation that all learning is either boring or frustrating, and our teachers may find themselves resorting to many of the same prods and tokens that their traditional counterparts resort to in order to raise achievement. But as the school year goes by, and as our student body becomes more our own with each passing year (i.e., raised in our school from an early age), we will keep the goal in front of us: to build intrinsic motivation in our students by giving them opportunities to lead, to follow their interests, to make choices, and to discover their own talents. By providing all types of high quality and enriching materials, equipment, and experiences and focusing on student-centered models designed to

encourage intrinsic motivation, we expect to soon find that our students are leading us as much or more than we are leading them in their learning.

OCCA teachers will be dedicated to helping each student discover their unique set of intelligences and interests, then customizing their learning program to increase the experience of “flow” in the classroom.

Intrinsic Motivation, “Flow,” and Montessori

When Csikszentmihalyi, the author of the “flow” concept, learned of Maria Montessori's philosophy of education and her belief that children must achieve “normalization” before they can become great learners, he knew he had found a kindred spirit, and became a proponent of her work. Montessori's “normalization,” like flow, is marked by intense concentration, intrinsic motivation to continue an activity, to learn independently for the pure pleasure of it. Montessori had developed her ideas through working with mentally disabled children in Italy at the turn of the twentieth century. She later cultivated and polished those ideas with the impoverished children of factory workers in Rome. She discovered that by manipulating their environment in such a way that they could “discover” a variety of learning experiences independently -the teacher acting as facilitator, not dictator -that the children actually developed intrinsic motivation to learn, becoming proficient in reading and math at very young ages. The achievements of her students drew the attention of the world, and still do to this day.

The Montessori Method is recognized internationally as a premier teaching method. In the U.S. alone, there are currently over 5,000 Montessori schools flourishing, most of them supported by well-heeled private-pay families. Recent research continues to bear out the notable value of a Montessori education (Lillard, 2006; Rathunde & Csikszentmihalyi, 2005). However, mainstream educators prefer not to notice, choosing to continue filling a bottomless toolbox of strategies in hopes of finding the right combination of tools that will repair the problem of disengaged students without addressing the limitations of the factory school model itself.

OCCA K-2 students will enjoy the benefits of a Montessori-based curriculum, designed to cultivate creativity, higher order thinking, and intrinsic motivation that will prepare them for success throughout their school career and beyond.

Project-based Learning

With PBL, students don't just learn about a subject, they put knowledge and skills to work to produce high quality projects that benefit the school and community. Lesson-planning, from a teacher's perspective, could follow the outline below to exploit the benefits of PBL:

1. What is the central question, and what are the CCSS standards, my students will be learning?
2. What are my students' interests, multiple intelligences, knowledge, and ability levels currently, and what type of project would appeal to and enrich those?
3. How can I help my student(s) design a project with a real audience and purpose that will allow students authentic, hands-on experience with the topic of learning to increase their engagement and thence their understanding?
4. How might we benefit our school, our families, or our community with this project?
5. Which “employability soft skills” can we integrate into this project?
6. Which STEAM skills and knowledge can we integrate into this project?
7. Which literacy skills can we integrate into this project?

Projects will be scored with rubrics aligned to Common Core State Standards, Arkansas Frameworks, qualitative and quantitative attributes. The Buck Institute of Education (BIE) provides a variety of PBL rubrics that may be

modified to meet the individual needs of OCCA students.

Project-based learning will allow every OCCA student to experience the satisfaction of completing work that is meaningful to themselves and useful to others.

K-12 Model

McEntire (2002) made the following observations about school transitions found in current, traditional school models:

The division of elementary schools into configurations that include fewer grades requires that students make several transitions from one school to another. Researchers note that transitions can be stressful for students:

a. Alspaugh (1999) found a significant achievement loss during each transition year. He also found that some students regain what is lost in the following year, but it would seem that students who make fewer transitions need fewer years to make up for achievement losses caused by transitions.

b. Another study found that each time students switched schools, their feelings of anonymity increased. Researchers who found that sixth-grade students in both elementary and combination K-12 schools outperformed students in middle schools or junior high schools considered the number of transitions a significant factor. This study considered 8 schools with 7 different grade spans with student populations of 82 to 1,200. The schools were located in both urban and rural settings in 5 northwest states. The number of grades in the schools ranged from 1 to 11 (Paglin & Fager, 1997).

c. Another research study found that girls in early adolescence suffered from a drop in self-esteem, extracurricular participation, and leadership behaviors when they made the transition into middle school or junior high, but not if they remained in an elementary school setting. This study found that the effects of this transition lingered throughout the school years. For boys, the study found similar negative effects in extracurricular participation and grades, but not in self-esteem, when they made the transition into middle school or junior high. The authors concluded that the relatively protected elementary school setting made the entry into adolescence less stressful for both boys and girls. The students who had not had the stress of the earlier transition seemed to cope better with the transition into high school than did other students (Simmons & Blyth, 1987).

d. Franklin and Glascock (1996) found that sixth-grade boys experienced more suspensions in middle schools or junior high schools than in elementary schools, possibly related to the effects of the transition, the school organization, or school size. This study was based on information gathered from all Louisiana public schools during the 1992-1993 school year.

For these reasons and more, Ozark College & Career Academy has adopted a K-12 model. Not only will our students benefit from fewer transitions imposed by traditional districts, but the impact of frequent family moves will be decreased for highly-mobile students. The Center for Housing Policy found that low income families move more frequently, and household moves result in significant negative effects on student achievement (Cohen & Wardrip, 2011). Highly-mobile families who enroll their children at OCCA may benefit with higher achievement through school location stability. As long as they stay in the Northwest Arkansas area, their children will not have to suffer the setbacks of changing schools.

A K-12 model will benefit all OCCA students by surrounding them with adults who can follow their development and maintain supportive relationships through several stages, as well as allowing them to avoid frequent transitions that may impede learning due to social adjustment stress.

School Uniforms

OCCA will adopt a school uniform policy under the advisement of the Community Advisory Board. The goals of the policy will be as follows:

- To increase safety through easy identification of students on the school campus.

- To increase safety by eliminating gang dress or promotion of inappropriate behaviors.
- To level the playing field among economically diverse students.
- To practice professionalism in anticipation of the workplace.
- To build a sense of school identity and pride.
- To reduce clothing costs for families.

Extended Day, Extended Calendar

Marcotte and Hansen (2010) found that, through controlled experiments based on numbers of snow days (a random variable), it can be asserted with certainty that additional instructional days increases school achievement. Other studies have shown similar results in recent years, emphasizing that instructional quality must accompany quantity.

In a recent study, researchers found that ExpandEd Schools (an expanded school day model with schools in New York, Baltimore, and New Orleans) showed significant achievement gains in math proficiency, school attendance, safety, communication, student engagement, and academic expectations. ExpandEd Schools were found to have an enriched curriculum, and middle school students who felt supported and challenged. The OCCA model is very similar to ExpandEd in that the extended day will not just increase instructional time in core competencies, but expand opportunities for enrichment in the arts, foreign language, and STEM projects that promise to engage students and increase success (<http://www.expandedschools.org/sites/default/files/expanded-year-one-report.pdf>).

OCCA students will benefit from increased instructional time in core coursework as well as enrichment activities designed to increase student engagement. High school students may use the additional time for job shadowing, internships, and other school-to-work programs and activities.

School-wide Discipline Model

OCCA will not leave the benefits of good classroom management to chance. We will offer ongoing staff development in two recognized classroom management models: Harry Wong's "Effective Teacher" program, including Teacher Induction training and the text, *The First Days of School*. Through the effective use of Wong's classic "procedures and professionalism," OCCA will build a culture of high expectations for independent learners in a positive environment.

OCCA will also implement Fay and Cline's, "Love and Logic" model. "Love and Logic® provides skills that help teachers keep control of their classrooms, have fewer detention referrals, and earn lifelong respect from their students" (www.loveandlogic.com). This program gives teachers skills in responding to and controlling difficult to manage behaviors. Problem students will not be allowed to "take over" the classroom using destructive or distracting language and behavior, but under the guidance of our teachers and administrators, they will learn positive language and behaviors to increase classroom success.

OCCA teachers will learn classroom management skills that will increase their confidence and student achievement through proven procedural strategies and professional behaviors. OCCA students will benefit from the Love & Logic model as positive behaviors are reinforced and negative behaviors are extinguished through strategic staff approaches and responses built on reasoning and compassion.

Quality Assurance through Additional Accreditation

Ozark College & Career Academy adheres to the understanding that a quality school program can only be ensured through compliance with rigorous organizational standards and cooperation with a programmatic external evaluation process. AdvancEd accreditation tells parents, communities, other K-12 schools, colleges, and postsecondary institutions that diplomas and transcripts issued by a school are legitimate and worthy of transfer and/or acceptance. Though the accreditation process can be a lengthy and challenging one for staff, the

benefits to students are well worth the effort.

OCCA will prepare for AdvancEd accreditation by submitting a Letter of Intent to the accrediting agency before opening and commencing the rigorous evaluation process according to the time frame provided by the accreditor.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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.

Applicant Response:

READING & READING COMPREHENSION, Grades K-2

Tool: Iowa Test of Basic Skills (ITBS)

Performance Objective:

--Students will meet or exceed state average scores for each grade level, K-2, on ITBS.

Time Frame: In accordance with state testing calendar

READING & READING COMPREHENSION, Grades 3-11

Tool: PARCC CCSS Literacy Assessments

Performance Objective:

--Students will meet or exceed state average scores for each grade level, 3-11.

Time Frame: In accordance with state testing calendar

MATH & MATH REASONING, Grades K-2

Tool: ITBS

Performance Objective:

--Students will meet or exceed state average scores for each grade level, K-2, on ITBS.

Time Frame: In accordance with state testing calendar

MATH & MATH REASONING, Grades 3-11

Tool: PARCC CCSS Math Assessments

Performance Objective:

--Students will meet or exceed state average scores for each grade level 3-11.

Time Frame: In accordance with state testing calendar.

TECHNOLOGY SKILLS, Grades K-11

Tool: Student portfolios aligned with International Society for Technology Education (ISTE) National Educational Technology Standards for Students (NETS-S)

Performance Objective:

-- Each OCCA student will complete a technology portfolio each year demonstrating 80% score in mastering ISTE NETS-S Standards, integrating core content through project-based learning. Teacher-scored using ISTE NETS-S rubric.

Time frame: All student portfolios are due on Wednesday of the 4th week in May.

CAREER READINESS, 11-12 Concurrent Credit Courses

Tool: APSCN Records.

Performance Objective: Every student grades 11-12 who has been enrolled at OCCA for at least two years previously will be enrolled in a concurrent credit college, AP, or career certification course or program.

Time frame: At least 1 semester course per year enrollment per grade 11-12 student.

GRADUATION RATE

Tool: APSCN Records

Performance Objective: OCCA graduation rate will meet or exceed the state average.

Time frame: The first OCCA graduating class will graduate in May of 2019.

7. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The Ozark College & Career Academy Program Director will be responsible for instructional leadership of the faculty including curriculum development and alignment. The Director will take the following steps to ensure alignment with the Arkansas Curriculum Frameworks and the Common Core State Standards:

1. The Director will research high quality digital curriculum materials to find interactive textbooks and software that align with the Frameworks and CCSS for each grade level and subject area for purchase by OCCA.
2. The Director will facilitate work sessions with the faculty Professional Learning Communities (PLCs) to map Frameworks and CCSS into quarterly units, then work across the curriculum and in multi-grade teams to design learning projects that integrate content, skills, technology, and real-world problem-solving. A typical mapping session might include:
 - Cut hard copies of the Frameworks and CCSS into strips. Match them to narrow the number of categories by grade level.
 - Sort the matched strips by key concepts, themes, and content to be addressed each quarter at each grade level and for each core content area.
 - Brainstorm thematic and targeted project ideas related to concepts/theme/content for the school, the grade range, classes, and individuals.
 - Build a curriculum map including unit titles, framework and CC standards addressed, formative and summative assessments, links to scoring rubrics. Post on school website.
 - Assist students in selecting projects that are highly engaging and offer potential for integrating Framework and CCSS skills and content knowledge. Projects may link to school-wide themes. For example, if the school adopted the theme of "Island Paradise" for first quarter of the school year, the following projects might be incorporated:
 - i. Kindergarteners adopt tropical fish species, create fish mobiles and art, do a presentation on their adopted fish, sing famous songs about fish, care for a class pet fish, write stories about fish, and transform a corner of their classroom into a paper "aquarium" suitable for tropical fish habitat. Field trip to a fish store or aquarium. Integrate scientific concepts including living vs. non-living, data collection, species classification (sorting). Integrate math and literacy including counting, colors, letter/sound recognition, vocabulary, etc.
 - ii. First graders follow suit with birds. Invite a guest speaker to bring tropical birds, or take a field trip to a bird sanctuary. Field trip to an aviary.
 - iii. Second graders follow suit with reptiles. Guest speaker from University brings in snakes.
 - iv. Upper grades produce a play such as a middle school version of Shakespeare's "The Tempest," study island formation and volcanology, track hurricanes in the Pacific Island region, and explore island cultures including our own Marshall Islander history here in Springdale
 - v. Secondary students contribute by using computer programming skills to design Island Mission video games integrating geometry from their own curriculum and math facts for the younger students, then produce videos documenting the immigration stories of Marshall Islanders who came to live in Springdale.
 - vi. Parent Night/Open House: Parents and community guests are greeted with leis and island food, tour the transformed classrooms, listen to songs sung by the younger students and watch the play and documentaries by the older students.
3. Interactive, digital curriculum units and assessments that teach, reinforce, remediate, and enrich CCSS and Frameworks learning objectives are identified and aligned into custom-built courses.
4. Direct instruction lessons are blended where needed to address neglected or weakly-presented concepts.
5. Finally, differentiation considerations are addressed. What support resources can be prepared for students who struggle? What enrichment activities and accelerated texts can be offered to gifted students?

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

A) Guidance program;

Applicant Response:

A waiver is requested. The first year, the Program Director and Dean of Students will work together to assign students to classes, provide social skills and character education activities, and offer college and career education to grades 1-8. If student personal crises arise during the school day, the student will be referred to the Dean of Students for a listening ear and possible intervention. Interventions may include referral to a social service agency or health professional, a parent meeting, conflict resolution between students, or referral to the Director for more serious or chronic problems. The Program Director will handle student schedules and course requests. The second year of school, a .5 Counselor will be hired. In addition to the duties the Director and Dean handled the first year, the Counselor's duties will also include: preparation and upkeep of Graduation Plans and transcripts and maintenance of Smart Core forms.

B) Health services;

Applicant Response:

In accordance with Arkansas rules, OCCA will employ a .25 FTE nurse for the first two years. The position will grow to .5 as the school grows. The nurse will come at midday to dispense medications, maintain health records, and manage student health cases in accordance with the Arkansas School Nurse's Association Practice Guidelines. Necessary equipment and supplies will be purchased.

C) Media center;

Applicant Response:

A waiver is requested for media center requirements. However, students will have access to quality media materials via classroom libraries which will be stocked at the beginning of the school year. Also, every student will have a digital notebook or laptop for access to online library holdings through the local public and state library systems. Professional development will be offered throughout the year to train teachers to access and utilize technology and digital and print resources.

D) Special education;

Applicant Response:

A .5 special education certified teacher will be on staff. The SPED teacher will be responsible for writing and maintaining student Individual Education Programs and ensuring that accommodation and modification requirements specific to each IEP are met. The SPED teacher will also work individually and in groups with students as required by their IEPs. The SPED teacher will also schedule and facilitate required parent and staff meetings in keeping with federal law. Health professional evaluations, therapies, and special equipment will be provided as required by the IEP or specified by referral in accordance with IDEA. Facility and transportation services will meet ADA requirements for special needs students.

E) Transportation;

Applicant Response:

OCCA will purchase and staff two school buses. Routes will run before and after school, and during field trips. All students will be encouraged to enroll in and attend a high quality before and after school program, three of which will be available in close proximity to our school, one of which is owned and operated by our sponsoring organization, Ozark Education, Inc. This will cut down on transportation needs as parents may drop off and pick up students according to their family schedule, saving fuel and travel time. Older students will also have the option of taking the city bus, which comes to our front door hourly. OCCA will not pay for vouchers before or after school, but parents may choose to pay for this option to cut student travel time. Bus vouchers may also be used to transport older students to concurrent credit programs and internships, at OCCA expense. Transportation services will comply with all government regulations and ADA specifications.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

A waiver is requested. OCCA will provide most of the same services offered by ALEs in Arkansas, including

reduced class sizes, social service referrals, individualized instruction, and career guidance. OCCA will look to the National Association of Alternative Educators' "Exemplary Practices for Alternative Educators" handbook for guidance in building a quality program.

G) English Language Learner (ELL) instruction

Applicant Response:

One ELL-certified teacher will be paid a stipend to manage state ELL requirements including testing and modifications, as our ELL Director. All OCCA teachers will be trained in best practices and effective strategies for supporting EL learners. OCCA will comply with all state and federal regulations for serving second language learners. A translator will be provided for non-English speaking students and parents as needed. Hiring preference will be given to ELL-certified and bilingual teachers and staff.

H) Gifted and Talented Program.

Applicant Response:

A waiver is requested. OCCA is dedicated to differentiating instruction for all students, including Gifted and Talented. Our commitment to differentiated instruction will allow GT students to work at a pace that is satisfying to them, increasing engagement and achievement. All OCCA teachers will be trained in best practices and effective strategies for supporting GT learners. Project-based instruction will offer GT students multiple opportunities to polish their skills and display their talents throughout the school year.

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

Applicant Response:

OCCA will be located within the city limits of Springdale, Arkansas, in Benton and Washington Counties, and will be located within the boundaries of the Springdale School District. It is anticipated that students will enroll in OCCA from Springdale School District, Fayetteville School District, Bentonville School District, Rogers School District, Gentry School District, Siloam Springs School District, Pea Ridge School District, Huntsville School District, and Greenland School District. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, Springdale School District contained 20,141 students, Fayetteville School District contained 9,142 students, Bentonville School District contained 14,880 students, Rogers School District contained 14,452 students, Gentry School District contained 1,398 students, Siloam Springs School District contained 3,959 students, Pea Ridge School District contained 1,685 students, Huntsville School District contained 2,267 students, and Greenland School District contained 776 students. In year one, with Grades K-2 and 6-8 open and 108 students anticipated, approximately 60 students are anticipated to come from the Springdale School District, approximately 12 from the Fayetteville School District, approximately 12 from the Bentonville School District, approximately 12 from the Rogers School District, and approximately 12 students from the other listed school districts combined. When the school has its entire grade span of Grades K-12 in place, and an enrollment cap of 250 students, approximately 130 students are anticipated to come from the Springdale School District, approximately 30 students from the Fayetteville School District, approximately 30 students from the Bentonville School District, approximately 30 students from the Rogers School District, and approximately 30 students from the other listed school districts combined.

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

Applicant Response:

Ozark College & Career Academy will comply with annual progress report requirements as enumerated in the *Standards for Accreditation*, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, Section 7.02.

We will begin by filing an Arkansas Consolidated School Improvement Plan (ACSIP) with the Department of Education annually, under the advisement of our stakeholders including our PLC committees, Community Advisory Board, Leadership team, and Student Government. Our goals will be aligned with both state and national education goals.

We will provide and publish an annual report on progress toward our academic performance objectives in a newspaper in general circulation, namely Northwest Arkansas News, detailing our progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. Evidence of our progress will include state and national standards test results, attendance data, discipline data, grade inflation, if any, ACT scores, college acceptance and remediation rates, and graduation rate. We will make copies of the report available on our website, by email to our parents and faculty, in our school lobby, and at Community Advisory Board meetings. Our authorizer will also receive a copy of our report as required.

Once yearly we will hold a public meeting explaining our policies, programs, and goals, as well as reporting on our progress, achievement, and deficiencies, to the community. The community will have the opportunity to ask questions and make suggestions.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

In accordance with state and federal law, Ozark College & Career Academy will not deny enrollment to any age-eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will OCCA discriminate against students with special education, gifted and talented, or English Language Learner needs. OCCA will not show preference to students based on socioeconomic status.

In the event that OCCA receives applications from more eligible, first-time enrollment students than it is able to accept by our deadline for the receipt of applications for the next school year, then we will employ a random, anonymous lottery process to ensure that all new applicants have an equal chance for admission. The lottery proceedings will occur at the Ozark College & Career Academy campus, under the supervision of an objective third party from the University of Arkansas Department of Education Reform which has worked with other Arkansas charter schools to ensure a systematic (in the event that the said entity is not available, another third-party entity will be recruited to oversee the event), unbiased lottery process. A waiting list of non-selected applicants will be kept until the next random, anonymous lottery process.

Exceptions to the lottery process, per ADE Public Charter Law, include: children of founding members (not to exceed 10% of the total number of enrollees) and siblings of students currently enrolled;

Prior to the lottery process event, applicants will be notified via postcard, email, and the OCCA website of the time and place of the event. The ADE Public Charter School department will be notified of the event by email as well.

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

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

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

- Yes
- No

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

Applicant Response:

A weighted lottery has not been required in this school district at this time.

12. 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:

All OCCA Employees

Duties. Show enthusiasm, care, and respect for one another, for students and their families, and for our workplace. Serve as an ethical role model for OCCA students and staff in alignment with the 2008 ADE Rules Governing the Code of Ethics for Arkansas Educators.

Qualifications. Pass Criminal Background Check, Child Maltreatment Registry, and FBI Background Check.

Program Director

Duties. The duties of the Program Director include administrative and instructional leadership duties as assigned by the Board of Trustees, including: financial management; personnel; school operations; facilities management; public relations; school security; curriculum alignment; professional development; and visionary leadership. Duties may also include student and events supervision.

Qualifications. The Program Director will have Arkansas Superintendency certification or a doctoral degree in education. Experience should include at least 10 years as a professional educator, 5 years in education leadership, and 1 year in business or school budget management. Competencies include computer literacy, communication skills, public speaking, public relations, knowledge of education law, knowledge of pedagogy, and understanding of school budgets.

Dean of Students

Duties. The Dean of Students will report to the Program Director, with the primary responsibility of overseeing student discipline. The Dean of Students will additionally act in the capacity of an administrative assistant and school leader, including vendor management, facilities management, food services, transportation, and admissions process. Duties may also include student and events supervision.

Qualifications. The Dean of Students will have a Bachelor's degree from an accredited college or university. Experience should include at least 3 years of leadership in one of the following fields: education, transportation, food service, vendor management, human resources, or office management. Competencies include computer literacy, interpersonal skills, and presentation skills.

Teacher

Duties. Teachers will be responsible for lesson planning, grading and reporting, participation in department and Professional Learning Community meetings, advising student clubs and projects, parent conference and open house participation, curriculum alignment, tutoring, classroom management, test administration, and student supervision.

Qualifications. Teachers must have a bachelor's degree or higher from an accredited college or university. Teachers assigned to core academic classes (math, English, social studies, science, music, art) must be Highly Qualified according to No Child Left Behind 2001 standards. Teachers must be certified or enrolled in a certification or pre-certification Program of Study such as the Arkansas Alternative Licensing Program (ALP) or a college offering pre-requisite courses in preparation for certification. Teachers must be computer literate, have strong writing skills, demonstrate passion for the teaching craft, and produce results in terms of general student academic progress over time.

Special Education Teacher

Special Education teachers must perform the duties and meet the qualifications of regular teachers, with the following additional requirements:

- A current Arkansas provisional or standard teaching license in special education.
- Knowledge of and compliance with: federal and state special education law; IEP and 504 Plan record-keeping and confidentiality regulations; individualized services for students with disabilities; diagnostic testing and referrals; knowledge and compliance with the Admission, Review, and Dismissal (ARD) Committee process, the IEP development and implementation process, the 504 Plan development and implementation process, and the Transition process.
- Ability to facilitate meetings with teachers, students, staff, administrators, health care providers, and parents to aid OCCA and all stakeholders in complying with federal and state regulations including IEP, 504 Plan, and RTI implementation.

ELL Teacher

English Language Learner (ELL) teachers must perform the duties and meet the qualifications of regular teachers, with the following additional requirements:

- A current Arkansas provisional or standard teaching license with ELL endorsement.
- Knowledge of and compliance with: federal and state ELL regulations; ELL record-keeping and confidentiality regulations; knowledge of diagnostic testing and modification assignment for English Learners (ELs), and ability to coordinate and administer annual ELDA testing requirements.
- Ability to support OCCA teachers, students, staff, administrators, and parents in complying with federal and state regulations for ELs.

Instructional Aide

Duties. Instructional aides will assist teachers with the following duties: monitoring learning centers, tutoring, lesson preparation, learning lab supervision, supervising games and club activities, and data entry.

Qualifications. Instructional aides will have at least 40 credits from an accredited college or university, and 1 year of successful experience working with children or adolescents. Competencies include computer literacy and interpersonal communication skills.

Counselor

Duties. The Counselor will be responsible for ensuring that student records and transcripts are properly reported in APSCN in accordance with state rules in cooperation with the School Registrar. The Counselor will plan and implement parent outreach activities such as Open House, Parent-Teacher Conferences, CAP Conferences, and Parenting Workshops. The Counselor will be available for student crises management and social service referrals, offer individual and small group counseling sessions, and ensure that students have access to quality professional social services on or in close proximity to school campus when needed.

Qualifications. A current Arkansas provisional or standard licensure as a guidance counselor or enrollment in an education counseling certification or pre-certification program or a master's degree or higher in education counseling with 1 year minimum pediatric counseling experience. Computer literacy.

Nurse

Duties. Identify and treat health disorders among students. Provide staff inservice and student instruction in disease prevention and good hygiene. Refer students to health care providers as needed. Administer vaccinations and medications. Manage state BMI reporting. Maintain school health records as required by state, federal, and local regulations. Manage student medications according to all governmental regulations and NASN recommendations.

Qualifications. A current license as a registered nurse in the state of Arkansas. Certification by the American Nurse's Association (ANA) or the National Association of School Nurses (NASN). Minimum of 1 year pediatric nursing experience. Computer literacy.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

Ozark College & Career Academy will conduct its business in accordance with the by-laws of Ozark Education, Inc., including:

1. Supervision of business affairs by the Program Director as assigned by the Board of Trustees. The Program Director is responsible for ensuring that financial activity aligns with Board-approved policy, funding source guidelines, and state and federal law within the confines of the adopted budget. The Program Director is also responsible for ensuring that all financial activity aligns with internal controls as adopted by the Board, developed so as to prevent misuse of funds.

2. Adoption of an annual budget by the Board of Trustees. The accounting year shall run from July 1 to June 30. The budget will be developed by June 20, adopted by June 30, and submitted to the Arkansas Department of Education by September 1st. The budget will be used to monitor and evaluate the financial well-being of the school throughout the fiscal year.

3. Financial statements showing activity of the previous month, relative to the budget, will be presented by the Program Director at each Board meeting.

4. The Board of Trustees reserves the right to amend the budget as needed in accordance with the by-laws of Ozark Education, Inc.

5. Procurement. Ozark College & Career Academy will procure only services and products that are required to fulfill our mission or meet genuine education-related needs of our students and staff. Procurements will be made using Best Value Contracting considering quality, quantity, performance, price, delivery, dependability, ethical vendor practices, and convenience. Procurement decisions shall be impartial, with no favoritism based on previous relationship or factors other than those listed above. Conflict of interest, or the appearance thereof, will be avoided at all times.

6. Purchases will be procedural starting with a purchase order which must be signed by the Program Director and passed to the Dean of Students who will keep the school credit card and checks in a locked safe. The credit card and/or checks will be allocated twice monthly for budget-aligned purchases after purchase order approval by the Board Treasurer or designated substitute officer. Any use of contingency funds above \$1,000 must be approved by a majority of the Board of Trustees.

7. Ozark College & Career Academy shall comply with the following:

- A. Generally accepted accounting principles (GAAPs).

- B. The federal standards for financial management systems, 34 Code of Federal Regulations for Education 80.20.

14. 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:

- A. The Board shall arrange annually for an audit of Ozark College & Career Academy's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-1133 or its successor by a CPA licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services.
- B. The Board shall review the results of the audit and all comments provided by the auditor. The Board will develop a corrective action plan to amend material weaknesses noted by the auditor.
- C. Ozark College & Career AcademyHu requests the first year financial statement audit to be performed by a CPA rather than the Division of Legislative Audit. If approved, the applicant plans to have a financial statement audit performed by:

Rami Kassissieh, CPA | Partner
Hudson Cisne & Co. LLP
11412 Huron Lane | Little Rock AR 72211
Phone 501.221.1000 | Fax 501.221.9236
rkassissieh@hc-cpa.com
www.hc-cpa.com

Hudson Cisne & Co., LLP, meets the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements.

15. 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

16. 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:

Ozark College & Career Academy has entered into a two-year lease agreement, contingent on authorizer approval of our school, with The Jones Trust of Springdale. The facility described is not owned or operated by the local school district. Ozark Education, Inc., currently leases space from the Jones Trust for summer, homeschool, and after-school outreach programs. The following descriptive text is taken from the actual lease agreement, which is attached to this document:

The Jones Trust

The Jones Trust is a Charitable Operating Foundation, founded by the late Harvey and Bernice Jones of Springdale, Arkansas. The Jones Trust currently has over 550,000 SF of specialty space that include The Jones Center For Families, Center for Nonprofits @ The JTL Shops and The Harvey Jones Education Building all located in Springdale, AR and The Center for Nonprofits @ St. Mary’s in Rogers.

The Jones Center:

The Jones Center was constructed in 1994, re-purposing the old Jones Truck Lines Terminal Building. The facility has over 78,000 SF in the main concourse area and over 10,000 SF in the Food Court area. The north wing of the main concourse area is defined as the “conference center” and includes a main ballroom and four breakout rooms. The Center section of the upper concourse includes the library/computer center, Administration and Advancement offices for the Jones Trust and Jones Center staff. The south portion of the concourse will continue to provide Community programs including child care, parenting classes, senior programs, health and safety classes and general community programs and events. The lower concourse or recreational area will continue to serve the community with the swimming pools, basketball courts, walking track, ice skating arena and fitness center.

Leasable Area:

The areas of the Jones Center offered in this proposal are shown in Exhibit #1 attached hereto. This proposal includes the following areas:

- Administrative Office Space 1,720 SF
- Classroom Space (Existing classrooms and furnishings included) 6,850 SF
- Total gross leasable area 8,570 SF

Shared space:

The Jones Center currently has a library/computer lab on campus. OCCA students will have access to the library during all hours of operation. The computer classroom may be scheduled by OCCA instructors on a first priority basis prior at the beginning of the semester in accordance with the published fee schedule. Conference rooms will be made available to OCCA faculty through our scheduling department based on availability at no additional cost.

The staff break room will be available to OCCA staff.

Parking will be available in common facility parking lots. No reserved spaces are available.

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

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

Applicant Response:

The Jones Trust is a non-profit organization governed by a Board of Directors. The Jones Center for Families is a community center in the City of Springdale, owned and operated by The Jones Trust.

One person on The Jones Trust Board of Directors, Mr. Mike Luttrell, concurrently serves on the school board of the Springdale Public Schools.

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

Yes

No

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

Applicant Response:

The facility is currently in compliance with ADA and IDEA requirements.

There is a gas station which sells alcohol across the street on the southeast side of the facility. It is more than 1,000 feet from the building, but less than 1,000 feet from the grounds.

17. 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 standard, an individual has a financial relationship with another individual or entity if he or she:

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

Applicant Response:

Christine Silano, Executive Director of Ozark Education, Inc., has yet to receive a salary, however, in the event that she will likely be remunerated in the future, she serves as a non-voting member of the Temporary Governing Board to minimize conflict of interest.

Dr. Silano is employer to Amy Chiodo, a part-time employee of OEI. Originally a founding board member who has since stepped down, Ms. Chiodo plays a valuable role in building a foundation of high quality instruction in our organization. She is one of the part-time teachers in OEI Summer Classes, Homeschool Tuesdays, and After-School program, for a total of approximately five hours per week teaching time, for which she is paid \$20 per hour. In addition, Ms. Chiodo provides administrative assistance to Dr. Silano through curriculum software product evaluation and testing, publicity and marketing, student recruiting, curriculum development, and social media, for which she receives no remuneration. Ms. Chiodo also assists in developing our Early Childhood Program through attending Montessori training and Early Childhood literacy coursework. The free training is a benefit to her and builds her capacity to serve as the Director of our Early Childhood program, which OEI intends to open in the summer of 2014. She receives no additional pay for attending the classes. As a service to the OEI Board of Directors, Ms. Chiodo records meeting minutes and passes them to our Board Secretary for archival. As a founding member of the organization, Ms. Chiodo may opt to benefit from the open enrollment lottery waiver option afforded in Arkansas code, A.C.A. § 6.07.1.14.2.1 for her children.

Dr. Silano is also employer to Arturo Garcia, part-time Hispanic Outreach Coordinator of Ozark Education. His job is to assist with building relationships with Hispanic community leaders and parents, represent OEI on Hispanic media venues, and translate materials as needed. He is paid an hourly wage for his services. He is not a

member of the OEI board. It is possible that in the future Mr. Garcia will opt to benefit from the open enrollment lottery waiver option afforded to founding members in Arkansas code, A.C.A. § 6.07.1.14.2.1 for his children.

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:

CONFLICT OF INTEREST PROCEDURES

The following action will be taken in the event a Conflict of Interest (COI) is identified within the OCCA organization:

If a COI is either reported or discovered, one of the following consequences may occur at Board discretion:

1. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be of no harm to students or the organization, the COI situation may be permitted and the employee, volunteer, or board member will be asked to step out of the room for discussion and voting on matters of benefit to the individual or individual's family or business; OR,
2. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be potentially or actually harmful to students or the organization, the COI situation will be terminated and the employee, volunteer, or board member may be reprimanded or disciplined if COI action is deemed willful, knowing, or negligent; OR,
3. In the event that a board member is discovered to have a conflict of interest and the COI is determined to be potentially or actually harmful to students or the organization, the COI situation will be terminated and the employee, volunteer, or board member may be asked to resign or be dismissed.

To discourage potential Conflict of Interest activity, the Ozark Education, Inc., organization and its subsidiaries have adopted the following Conflict of Interest Policy to be signed by board members, employees, and volunteers:

Conflict of Interest Policy

The standard of behavior at Ozark Education, Inc., and its subsidiaries including Ozark College & Career Academy is that all staff, volunteers, and board members scrupulously avoid conflicts of interest between the interests of Ozark Education, Inc., and its subsidiaries, on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

I understand that the purposes of this policy are to protect the integrity of the Ozark Education, Inc., and its subsidiaries decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of volunteers, staff and board members. Upon or before election, hiring or appointment, I will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and I will update it as appropriate. In the course of meetings or activities, I will disclose any interests in a transaction or decision where I (including my business or other nonprofit affiliations), my family and/or my significant other, employer, or close associates will receive a benefit or gain. After disclosure, I understand that I will be asked to leave the room for the discussion and will not be permitted to vote on the question. I understand that this policy is meant to supplement good judgment, and I will respect its spirit as well as its wording.

Signed: _____ Date: _____

Another stopgap measure to prevent Conflict of Interest discrepancies is found in the Ozark Education, Inc., bylaws below:

ARTICLE X. Board Members Conflicts of Interest.

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt, non-profit corporation's (Ozark Education, Inc.) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible

excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions.

1. Interested Person Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
 - b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3. Procedures.

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
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4. Violations of the Conflicts of Interest Policy.

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or

arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 6. Compensation.

- a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 7. Annual Statements.

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

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

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

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

18. 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:

Ozark College & Career Academy will apply to participate in the federal Child Nutrition Program (CNP), including the School Breakfast Program and the National School Lunch Program (NSLP). Following federal contract procurement guidelines, it is the intention of OCCA to contract with EasyDoesIt, a local caterer, to provide food service for school meals. EasyDoesIt operates catering services from a kitchen at the Jones Center, right on our campus, eliminating food delivery expense and ensuring fresh, hot food for our students. All meals and food preparation will meet NSLP and United States Department of Agriculture (USDA) standards. Additionally, the EasyDoesIt kitchen will work in compliance with local, state, and national health and nutrition guidelines.

Meal prices will be kept affordable, commensurate with those in the local school district. OCCA will ensure equal treatment of those who qualify for free and reduced price meals. No one will be discriminated against based on race, gender, age, national origin, or disability. Upon receiving appropriate training, OCCA staff may assist with serving food at meal times.

The Dean of Students, with the assistance of the Program Director and Administrative Assistant, will supervise food service as part of his/her assigned duties. School breakfast will be served in the classrooms, and lunch will be served in the Jones Center food court, in an area specifically designated for OCCA students.

19. 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:

OCCA parents will have extensive opportunities for involvement with their children's education. Epstein's typology of parent involvement (2001) outlines six types of involvement that OCCA will provide and support in the following ways:

1. Family obligation to provide the child's basic needs of health and safety. OCCA will establish a network of social service relationships and partnerships to refer families who need assistance with food, shelter, clothing, and health services.
2. School obligation to communicate with families. OCCA will employ a variety of communication tools including monthly paper and electronic newsletters, teacher blogs and weekly memos, automated and direct phone calls, parent access to online grade books, texting and/or email of daily grades, parent conferences, and an open door administrative policy.
3. Involvement at school. Parents and community will have extensive opportunities to participate and volunteer, including serving on the Community Advisory Board, attending music programs, science fairs, project presentations, field trips, athletic events, English and foreign language classes, Homeroom Moms, Watchdog Dads, and parenting workshops.
4. Involvement at home. OCCA parents will be expected to spend a minimum of 10 minutes per night per grade level monitoring their child's homework. Homework will include read aloud time for younger children, independent reading for older children, and instructional videos (flipped learning) for all students. Parents will not be required to sign a homework agreement, but families with difficulty assisting with homework will be encouraged to enroll their child in one of our partner after-school programs where their child will receive help with homework completion.
5. Involvement in governance. OCCA parents may volunteer to serve on the Community Advisory Board and/or a subcommittee to have a voice in school decision-making. The Community Advisory Board provides parents and guardians the opportunity to ask questions, voice concerns, contribute ideas, and advocate for their children in a supportive group forum.
6. Collaboration with community organizations. OCCA will actively participate in the life of the community by soliciting mentors, partnering with local businesses and non-profits, and welcoming volunteers. For example, at the primary level, students may partner with the local historical society to collect Story Corps stories from an older relative using their digital notebooks, documenting a story about their history in Northwest Arkansas, then setting up a gallery display with transcribed quotations and photos. At the secondary level, a local restaurant may sponsor students attending concurrent credit classes at a local culinary school. The students may be invited to job shadow chefs in the restaurant. The restaurant owner may come to the school and talk to the students about industry career paths. The restaurant may sponsor a fund-raiser where students help prepare and serve one evening at the restaurant, and a portion of the proceeds go toward helping OCCA students pay for their food preparation knives. A student may job shadow a restaurant manager.

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

Applicant Response:

- 1. Teacher & Administrator Licensure** Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919 Standards for Accreditation 15.02 & 15.03 ADE Rules Governing Educator Licensure

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA teachers of core academic subject areas will meet the federal requirements for Highly Qualified Teachers as defined by the No Child Left Behind Act of 2001. All administrators and staff will comply with Arkansas required criminal background checks and will remain accountable to the Code of Ethics for Arkansas Educators.

In non-core academic subject areas, OCCA teacher applicants for full-time teaching positions who do not have a degree in their teaching assignment area or are not currently certified must show evidence of application to the Arkansas Alternative Licensure Program and/or documentation of completion or enrollment in an accredited degree program or Program of Study for teacher licensure.

All OCCA administrators and staff will be thoroughly trained to carry out the OCCA mission and program.

- 2. Superintendent Licensure** Ark. Code Ann. §§ 6-13-109 & 6-17-427 Standards for Accreditation 15.01 ADE Rules Governing the Superintendent Mentoring Program

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Program Director of OCCA, reporting directly to the Board of Trustees, will lead the district and building administration of the school.

- 3. Teacher Fair Dismissal Act / Public School Employee Fair Hearing Act**

Ark. Code Ann. §§ 6-17-1501 et seq. and Ann. §§ 6-17-1701 et seq.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA employees may resign "at will," i.e., without notice to their employer, just as OCCA will have authority to dismiss employees "at will," i.e., without notice or cause.

- 4. Minimum Salaries for Certified and Classified Staff**

Ark. Code Ann. §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will pay certified and classified staff salaries and hourly rates commensurate with experience and competitive with salaries and rates of similar-sized schools and programs in our region.

- 5. Start and End Dates for School Year** Ark. Code Ann. § 6-10-106.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA may extend the school calendar up to five days preceding the week of August 19 and five days following Memorial Day, not including inclement weather days, for a total of 188 school days.

- 6. Licensed Guidance Counselors** Ark. Code Ann. § 6-18-1001 et seq. Standards for Accreditation 16.01

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA staff and administrators will be trained to advise students regarding course placement and life after high school. Students

requiring personal counseling will be referred to the Dean of Students, Program Director, an external counseling provider, or other staff as determined by the Program Director.

7. ADE Rules Governing Public School Student Services Gifted & Talented Programs

Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c)(6) Standards for Accreditation 18.0

ADE Rules Governing Gifted and Talented Program Approval Standards

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will provide individualized instruction, enrichment opportunities, and Advanced Placement courses to meet the needs of GT students.

8. Licensed Library Media Specialist Ark. Code Ann. §§ 6-25-103 & 104 Standards for Accreditation 16.02.3

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will provide students access to books and media through classroom and digital library and media holdings. Teachers will be trained and will train students to access materials to support classroom learning and enrich literacy development.

9. Alternative Learning Environments (ALE) Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq. Standard for Accreditation 19.03. Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will accommodate the needs of students deemed at-risk through smaller class sizes, career counseling and training, social services access, life skills training, and other services designed to support success for all students.

10. Adoption of Policy. Ark. Code Ann. §§ 6-13-1303 Site-based Decision-making.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as all OCCA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OCCA administrator decision-making.

11. United States Flag. Ark. Code Ann. §§ 6-16-105 General Provisions.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OCCA will prominently display a United States flag in a prominent indoor area within its leased space and will display it at school events. OCCA students will be taught to show respect to the flag and pledge allegiance at appropriate times.

12. Arkansas State Flag. Ark. Code Ann. §§ 6-16-106 General Provisions.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OCCA will prominently display an Arkansas state flag in a prominent indoor area within its leased space and will display it at school events. OCCA students will be taught to show respect to the flag.

13. Daily Planning Period. Ark. Code Ann. §§ 6-17-114 Personnel.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA will provide teachers with non-teaching time adequate to perform their duties. Most teachers will be granted 200 minutes per week, but the 40 min. per day requirement may be adjusted according to the scheduling of our unique program. Also, some teachers may not require 200 min. preparation time if their assignment includes primarily online curriculum and grading.

14. Committee for each school district. Ark. Code Ann. §§ 6-17-203 Personnel Policies.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as all OCCA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OCCA administrator decision-making.

15. Twelve-month contracts for vocational agriculture teachers. Ark. Code Ann. §§ 6-17-802 Personnel.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the OCCA budget will not have the funds to pay for an extended contract in the event an agriculture teacher is hired.

16. Teacher's Salary Fund. Ark. Code Ann. §§ 6-17-908(a)(4)(B) Personnel.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Board of Trustees shall make all decisions regarding fringe benefits and insurance under advisement of the Community Advisory Board.

17. Leased Academic Facilities. Ark. Code Ann. §§ 6-21-117 School property and supplies.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as OCCA is not able to conform to the school facility standards as defined in the Arkansas School Facility Manual. OCCA will provide a safe and comfortable learning environment that conforms to IDEA and ADA rules as well as passing all local fire, health, boiler, and business inspections.

18. Length of Director's Terms. Ark. Code Ann. §§ 6-13-608. School districts.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws authorized by Ozark Education, Inc., a non-profit organization.

19. Board of Directors. Ark. Code Ann. §§ 6-13-604, 6-13-608, 6-13-611, 6-13-613, 6-13-615, 6-13-616, 6-13-617, 6-13-618, 6-13-619, . School boards.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws set by Ozark Education, Inc., a non-profit organization.

20. Duty Free Lunch Period. Ark. Code Ann. §§ 6-17-111.

Ozark College & Career Academy seeks exemption from this portion of the Education Code as, being a very small school, staff may be needed to assist with supervision of students at lunch time when administrators are unavailable.

21. 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:

Ozark College & Career Academy (OCCA) proposes to locate its open-enrollment public charter school within the boundaries of the Springdale School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville and Rogers School Districts, the Bentonville School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts; OCCA may also receive some students from these districts as well.

In carefully reviewing the potential impact that OCCA would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, OCCA 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 affects the desegregation efforts of any public school district or districts within the state.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Christine Silano holds a doctorate in Curriculum & Instruction from the University of Arkansas, with research expertise in Dropout Prevention, Literacy, and Parental Involvement. She is a licensed Building Administrator in the state of Arkansas, having received principal certification from Northern Arizona University and a Master's Degree in Secondary English Education from Southern Oregon University. Dr. Silano's 17 years in education include teaching elementary through adult learners at a variety of schools including public, private, charter, homeschool, private college, and a university; and four years as a debate coach working with gifted and talented students in Oregon. As an instructional leader and program administrator, Dr. Silano has served as the director of an alternative school (ALE) in Bentonville, and an instructional facilitator in the Springdale ALE. As a professional development instructor, she has facilitated trainings in school, conference, and collegiate settings. Dr. Silano brings a wealth of experience and professional training in instructional leadership.

Dr. Silano currently works as Executive Director of Ozark Education, Inc., dedicated to providing high-quality, project-based learning experiences for Pre-K through adult learners. OEI opened in June of 2013 offering high quality summer classes to grades 5-9 at two community centers in Northwest Arkansas. Classes included Video Production, Computer Game Design, and Foodology. This fall, OEI is offering the same classes after school, and adding a "Homeschool Tuesdays" program offering music and physical education courses to homeschool students. Dr. Silano recruits career professionals and interns to teach at OEI, emphasizing mentorship and capacity-building of her teachers. OEI is currently in the process of acquiring a state daycare license with plans to open a small, Montessori-based preschool in 2014.

To ensure quality of leadership for future Program Directors of Ozark College & Career Academy, Dr. Silano has begun by setting a standard of high expectations of Instructional Leadership knowledge and experience for her successors. Her research in Curriculum & Instruction and her background in Dropout Prevention will give OCCA an identity as a best-practice, research-driven model school. To ensure continuity of quality programming, in the event of the need for new leadership, the Dean of Students will serve as Program Co-Director in cooperation with a qualified Lead Teacher from the staff who is familiar with the instructional and curricular philosophies and expectations of the school while the OEI Board of Trustees, under the advisement of all stakeholders, conducts a search for a qualified Program Director.

In preparing this application, Dr. Silano has worked with the Board of Ozark Education, Inc., to ensure the financial stability of the organization by incorporating internal controls to ensure fiscal accountability and sound management for future OCCA administrators and board members. She is also working to ensure a stable and balanced leadership team by developing part-time staff at OEI who will be ready to step in to full-time leadership roles at OCCA when the school opens, including an Administrative Assistant with corporate experience and an Hispanic Outreach Coordinator with community leadership experience who is also a USDA-certified Food Service Manager. Dr. Silano has also developed a team of community partners for OEI who are prepared to serve OCCA including a Master Certified Commercial Account Manager in transportation, a bookkeeper with 30 years experience with for-profit and non-profit businesses, an Arkansas DOE-certified special education consultant, a DOE-certified ESL consultant, a marketing and advertising partner, an IT network administrator, a web-developer, a multi-licensed insurance agent, a real estate agency, a building developer, an Hispanic radio station owner, an Hispanic television news producer, and a payroll service.

Dr. Julie Trivitt an economics professor, currently serves as a Clinical Assistant Professor at the Walton School of Business at the University of Arkansas. As a statistician and researcher, she is well-published in several fields, co-authoring several studies on education reform. Dr. Trivitt serves as OEI Board Treasurer.

Dr. Larry Ash, OEI Board President, holds a doctorate in economics from the University of North Carolina, Chapel Hill. His background includes three decades of experience in business, government, and academia. His business experience includes his current position as Senior Vice President with Englander Knabe & Allen, and as senior public affairs executive for Southern California Gas Company and Pacific Enterprises. In Washington

D.C., Dr. Ash served as Assistant to the Chairman of the Federal Energy Regulatory Commission and as a Senior Legislative Assistant to a United States Congressman. He has taught undergraduate and graduate level economics at the Universities of North Carolina and Maryland. As an Arkansas resident, Dr. Ash has dedicated himself to community development including seven years of service on a local homeless shelter board, and ten years of service as a reserve police officer in the City of Springdale.

Mr. Paige Young, OEI Board Vice President, is an attorney with Moore, Reed, & Young of Fayetteville. In addition to his law practice, Mr. Young has distinguished himself as an advocate for at-risk youth in our community through board service for a youth home and school serving Northwest Arkansas.



Department of the Treasury Internal Revenue Service

Notice 1382

(Rev. October 2012)

Changes for Form 1023

- Mailing address
- Parts IX, X and XI

Reminder: Do Not Include Social Security Numbers on Publicly Disclosed Forms

Because the IRS is required to disclose approved exemption applications and information returns, exempt organizations shouldn't include social security or bank account numbers on these forms. By law, with limited exceptions, the IRS has no authority to remove that information before making the forms publicly available. Documents subject to disclosure include supporting documents filed with the form, and correspondence with the IRS about the filing.

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File*, has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

To file using a private delivery service, mail to:

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

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov. In the top right "Search" box, type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year.

(Continued)

2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and do not sign the form under the heading “Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code.”

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications post marked after January 3, 2010.

1. \$400 for organizations whose gross receipts do not exceed \$10,000 or less annually over a 4-year period.
2. \$850 for organizations whose gross receipts exceed \$10,000 annually over a 4-year period.

For the current user fee amounts, go to IRS.gov and in the “Search” box type “Where Is My Exemption Application,” click on the link for that page, and in the second paragraph click on “user fee.” Alternatively, you can do a search for “user fees” with the applicable year in the “Search” box in the top right. Finally, you can also call 1-877-829-5500.

Application for reinstatement and retroactive reinstatement. After your organization’s tax-exempt status was automatically revoked for failing to file a return or notice for three consecutive years, your organization must apply to have its tax-exempt status reinstated. You must file a Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section, pay the appropriate user fee, and write “Automatically Revoked” at the top of your application and the mailing envelope. If approved, the date of reinstatement will be the date of the application. See Notice 2011-44, 2011-25 I.R.B. 883, at http://www.irs.gov/irb/2011-25_IRB/ar10.html, for details.

Transitional relief scheduled to end December 31, 2012. Smaller organizations — defined as having annual gross receipts of \$50,000 or less, in its most recently completed tax year — that have lost their tax-exempt status because of failure to file a required electronic notice (Form 990-N e-Postcard) may be eligible for transitional relief, including retroactive reinstatement and a reduced user fee of \$100. See Notice 2011-43, 2011-25 I.R.B. 882, at http://www.irs.gov/irb/2011-25_IRB/ar09.html, for details.

Changes for the Instructions for Form 1023

- Change to Part III. Required Provisions in Your Organizing Documents
- Clarification to Appendix A. Sample Conflict of Interest Policy

(Continued)

Changes to Instructions for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (Rev. June 2006)

Part III. Required Provisions in Your Organizing Document

Changes are necessary to comply with Rev. Proc. 82-2, 1982-1 C.B. 367, to incorporate the state of New York as jurisdiction that complies with the *cy pres* doctrine to keep a charitable testamentary trust from failing the requirement for a dissolution clause under Regulation sections 1.501(c)(3)-1(b)(4), when the language of the trust instrument demonstrates a general intent to benefit charity. Therefore, the instructions on page 8, line 2c, after the third paragraph now includes the state of New York in the state listing as an authorized state. Since the state of New York allows testamentary charitable trusts formed in that state and the language in the trust instruments provides for a general intent to benefit charity, you do not need a specific provision in your trust agreement or declaration of trust providing for the distribution of assets upon dissolution.

Appendix A. Sample Conflict of Interest Policy

Appendix A, Sample Conflict of Interest Policy, is only intended to provide an example of a conflict of interest policy for organizations. The sample conflict of interest policy does not prescribe any specific requirements. Therefore, organizations should use a conflict of interest policy that best fits their organization.

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

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

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

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)
Ozark Education, Incorporated		Dr. Christine Silano
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)
P.O. Box 114		46-2583543
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)
Springdale, AR, 72764-0114		06
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 479-601-2776
a Name: Dr. Christine Silano		c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9a Organization's website: ozarkcca.org		
b Organization's email: (optional) ozarkcca@gmail.com		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		04 / 20 / 2013
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part II Organizational Structure

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

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

Part III Required Provisions in Your Organizing Document

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

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Article 1, Section 3
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Article 9, Section 1
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: Arkansas

Part IV Narrative Description of Your Activities

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

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

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Christine Silano	Executive Director	P.O. Box 114 Springdale, AR 72764	\$93,000.00
Larry V. Ash	Founding Board	P.O. Box 1169 Fayetteville, AR 72702	none
Julie Trivitt	Founding Board	1346 S. River Meadows Dr. Fayetteville, AR 72701	none
Amy Chiodo	Founding Board & teacher	5855 Tackett Dr. Fayetteville, AR 72703	\$45,000.00

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

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Not yet hired	3 Classroom teachers	\$50,500.00
		
		
		
		

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

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
		
		
		
		
		

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

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

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

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

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

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

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

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

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

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

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

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

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

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

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

Part VII Your History

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

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

Part VIII Your Specific Activities

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

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

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

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

Part VIII Your Specific Activities (Continued)

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

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

Part IX Financial Data

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

A. Statement of Revenues and Expenses

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)	
	(a) From <u>7/1/13</u> To <u>6/31/14</u>	(b) From <u>7/1/14</u> To <u>6/31/15</u>	(c) From <u>7/1/15</u> To <u>6/31/16</u>	(d) From _____ To _____		
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	30,000	470,000	50,000		550000
	2 Membership fees received	0	0	0		
	3 Gross investment income	0	5,000	5,000		10000
	4 Net unrelated business income	0	0	0		0
	5 Taxes levied for your benefit	0	0	0		0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0	777,430	1,278,944		2,056,374
	8 Total of lines 1 through 7	30,000	1,252,430	1,333,944		2,616,374
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	8,000	8,000	8,000		24,000
	10 Total of lines 8 and 9	38,000	1,260,430	1,341,944		2,640,374
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0
	12 Unusual grants	0	0	0		0
	13 Total Revenue Add lines 10 through 12	38,000	1,260,430	1,341,944		2,640,374
Expenses	14 Fundraising expenses	0	1,020	900		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	17 Compensation of officers, directors, and trustees	0	93,000	93,000		
	18 Other salaries and wages	11,200	505,290	788,008		
	19 Interest expense	0	0	0		
	20 Occupancy (rent, utilities, etc.)	6,800	144,000	144,000		
	21 Depreciation and depletion	0	0	0		
	22 Professional fees	0	2500	2500		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	19,100	514,620	313,536		
	24 Total Expenses Add lines 14 through 23	37,100	1,260,430	1,341,944		

Part IX Financial Data (Continued)

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

Year End: **6/30/13**

Assets		(Whole dollars)
1	Cash	30,000
2	Accounts receivable, net	
3	Inventories	
4	Bonds and notes receivable (attach an itemized list)	
5	Corporate stocks (attach an itemized list)	
6	Loans receivable (attach an itemized list)	
7	Other investments (attach an itemized list)	
8	Depreciable and depletable assets (attach an itemized list)	
9	Land	
10	Other assets (attach an itemized list)	
11	Total Assets (add lines 1 through 10)	
Liabilities		
12	Accounts payable	
13	Contributions, gifts, grants, etc. payable	
14	Mortgages and notes payable (attach an itemized list)	
15	Other liabilities (attach an itemized list)	
16	Total Liabilities (add lines 12 through 15)	
Fund Balances or Net Assets		
17	Total fund balances or net assets	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Part X Public Charity Status

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

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

Part X Public Charity Status (Continued)

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

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

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

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

For Organization

 (Signature of Officer, Director, Trustee, or other authorized official) **Christine A. Silano** (Type or print name of signer) ----- (Date)
Executive Director
 (Type or print title or authority of signer)

For IRS Use Only

 IRS Director, Exempt Organizations (Date)

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

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

Part XI User Fee Information

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

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

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

**Please
Sign
Here**



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

Dr. Christine Silano

(Type or print name of signer)

(Date)

Executive Director

(Type or print title or authority of signer)

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

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

Schedule A. Churches

1a Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b Do you have a form of worship? If "Yes," describe your form of worship.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2a Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b Do you have a distinct religious history? If "Yes," describe your religious history.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c Do you have a literature of your own? If "Yes," describe your literature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3 Describe the organization's religious hierarchy or ecclesiastical government.		
4a Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b What is the average attendance at your regularly scheduled religious services?		_____
5a Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b Do you own the property where you have an established place of worship?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7 How many members do you have?		_____
8a Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b-8d, below.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c May your members be associated with another denomination or church?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d Are all of your members part of the same family ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9 Do you conduct baptisms, weddings, funerals, etc.?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10 Do you have a school for the religious instruction of the young?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11a Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b Do you have schools for the preparation of your ordained ministers or religious leaders?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12 Is your minister or religious leader also one of your officers, directors, or trustees?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15 Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16 Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Schedule B. Schools, Colleges, and Universities

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

Section I Operational Information

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

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

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

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

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

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Hispanic						
Af. Amer.						
White						
Other						
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. **Yes** **No**

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) **Yes** **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below.

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

- 1a** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. **Yes** **No**
- 2a** Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain. **Yes** **No**
- b** Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain. **Yes** **No**
- c** Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain. **Yes** **No**
- 3a** Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain. **Yes** **No**
- b** Does the same deposit requirement, if any, apply to all other patients? If "No," explain. **Yes** **No**
- 4a** Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. **Yes** **No**
- b** Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy. **Yes** **No**
- c** Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. **Yes** **No**
- 5a** Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e. **Yes** **No**
- b** Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.
- c** Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.
- d** Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.
- e** Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule. **Yes** **No**
- 6a** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. **Yes** **No**
- b** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. **Yes** **No**
- 7** Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. **Yes** **No**
- 8** Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. **Yes** **No**
- 9** Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)**Section I Hospitals (Continued)**

- 10** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.
Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b. **Yes** **No**
- 11** Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies. **Yes** **No**
- 12** Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease. **Yes** **No**
- 13** Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals. **Yes** **No**
- 14** Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings. **Yes** **No**

Section II Medical Research Organizations

- 1** Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
- 2** Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
- 3** Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
	-----	-
	-----	-

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. Yes No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1-13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

- Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
- Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
- Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. Yes No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. Yes No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. Yes No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. Yes No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. Yes No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. Yes No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. Yes No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)**Section II Relationship with Supported Organization(s)—Three Tests (Continued)**

- 5 Information to establish the "operated in connection with" integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. Yes No
-
- 6 Information to establish the alternative "operated in connection with" integral part test (Test 3)
- a Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. (See instructions.) Yes No
If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b How much do you contribute annually to each supported organization? Attach a schedule.
- c What is the total annual revenue of each supported organization? If you need additional space, attach a list.
- d Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. Yes No
-
- 7a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. Yes No
- b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. Yes No
- b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. Yes No

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. Yes No
- b Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. Yes No
- c Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. Yes No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

- 1** Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. **Yes** **No**
-
- 2a** Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. **Yes** **No**
- b** If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. **Yes** **No**
-
- 3a** Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. **Yes** **No**
- b** If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. **Yes** **No**
- c** If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. **Yes** **No**
-
- 4** Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. **Yes** **No**
-
- 5** If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a. **Yes** **No**
-
- 6a** If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Yes** **No**
- Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.
- b** Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From To	(b) From To	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing**Section I General Information About Your Housing**

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. Yes No

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

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

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. Yes No

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. Yes No

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. Yes No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)**Section II Homes for the Elderly or Handicapped**

- 1a** Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. **Yes** **No**
- b** Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. **Yes** **No**
-
- 2a** Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. **Yes** **No**
- b** Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
- c** Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. **Yes** **No**
-
- 3a** Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. **Yes** **No**
- b** Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. **Yes** **No**
-
- 4** Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. **Yes** **No**
-
- 5** Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. **Yes** **No**

Section III Low-Income Housing

- 1** Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. **Yes** **No**
-
- 2** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
-
- 3a** Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Yes** **No**
- Note.** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)
- b** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. **Yes** **No**
-
- 4** Do you provide social services to residents? If "Yes," describe these services. **Yes** **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. **Yes** **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. **Yes** **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. **Yes** **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. **Yes** **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** _____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. **Yes** **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. **Yes** **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. **Yes** **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. **Yes** **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
 - b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
 - c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
 - d Specify how your program is publicized.
 - e Provide copies of any solicitation or announcement materials.
 - f Provide a sample copy of the application used.
-
- 2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. Yes No
-
- 3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b Describe how you determine the number of grants that will be made annually.
- c Describe how you determine the amount of each of your grants.
- d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? Yes No

Note. If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

- 1a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? Yes No N/A
 - b For which section(s) do you wish to be considered?
 - 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product
-
- 2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? Yes No
-
- 3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? Yes No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures
(Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. **Yes** **No**
- b** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) **Yes** **No**
- c** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No**
- d** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. **Yes** **No**
- e** If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No** **N/A**
If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.
- Note.** Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.
- f** If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. **Yes** **No**

Form 1023 Checklist

(Revised June 2006)

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

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

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

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|----------------|------------|----------------|
| Schedule A | Yes ___ No ___ | Schedule E | Yes ___ No ___ |
| Schedule B | Yes ___ No ___ | Schedule F | Yes ___ No ___ |
| Schedule C | Yes ___ No ___ | Schedule G | Yes ___ No ___ |
| Schedule D | Yes ___ No ___ | Schedule H | Yes ___ No ___ |

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

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

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

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

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

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: August 2, 2013

OZARK EDUCATION INCORPORATED
% DR CHRISTINE SILANO
P O BOX 114
SPRINGDALE AR 72764-0114

Person to Contact:

Mr. Flammer #0203604

Toll Free Telephone Number:

877-829-5500

Employer Identification Number:

46-2583543

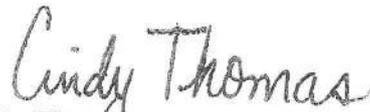
Dear Applicant:

This is in response to your request for expedited processing of your application for tax-exempt status. Your request for expedited processing was approved and your application will be assigned to the next available determination specialist.

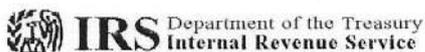
Although your expedite request was approved, that does not guarantee approval of your application for exemption.

If you have questions regarding the status of your application, please call us at the toll-free number shown in the heading of this letter.

Sincerely,



Cindy Thomas
Manager, Exempt Organizations
Determinations



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508

CINCINNATI OH 45201

In reply refer to: 9999999999

Aug. 07, 2013 LTR 3367C 90

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BODC: TE

OZARK EDUCATION INCORPORATED

C/O CHRISTINE SILANO

PO BOX 114

SPRINGDALE AR 72764-0114

Employer Identification Number: 46-2583543

Tax Form: 1023

Document Locator Number: 17053-204-36800-3

For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

047980

Form 1023
Ozark Education, Inc.
aka
Ozark College & Career Academy

Part I:

Representative: Hogan Taylor, LLP. Anton (Tony) C. Uth, Jr., Certified Public Accountant

Part IV: Narrative Description of Activities

Past Activities

Ozark Education, Inc., is a newly formed organization. Therefore, past activities are typical of a startup organization, including: seeking seed funding, creating a founding board, purchasing a web domain and opening a bank account, searching for adequate facilities, hiring staff, developing by-laws, purchasing equipment and supplies, and recruiting students.

Present Activities

Presently, Ozark Education, Inc., is offering summer classes to community children grades 5-8. The classes are created based on a project-based learning philosophy that incorporates technology and community partnerships. The instruction also integrates skills that can be taken back to the classroom including literacy, math, and scientific process. Courses currently being offered include "foodology" (gardening + biology + culinary), video production, and computer game design.

The courses are being housed at two non-profit community centers in two adjacent townships. The Springdale courses are being held at the Jones Center for Families. Ozark Education, Inc. pays rent for classroom space at this location, and is advertising the classes on their website, on fliers at the location, and through marketing at different locations throughout the community. The courses will run for two four-week sessions, at two classes per week. Families who are able to afford it will pay \$90 per session, per course. Those who are not able must document need for a scholarship. Scholarships will not be limited, but no more than 15 students per class may enroll.

The Fayetteville courses are being offered at Lifesource, International. Lifesource offers free summer daycare and youth camp to its low income clients. Ozark Education, Inc., will be coming in to teach those students at no charge. The courses are the same as those above, but the sessions run 3 1/2 weeks each instead of four weeks, and the class sizes may run up to twenty per class.

Summer classes are taught by trained, college-educated teachers with some level of expertise in the subject matter they are teaching. Teachers are paid a competitive rate for their services, and assist in building curriculum that is relevant and engaging. Each teacher has a paid assistant as well as a volunteer to help in the classroom.

Future Activities

It is the intention of Ozark Education, Inc., to offer courses similar to those described above at area, non-profit, after school programs throughout the school year, and again in the summer of 2014.

Charter school. In addition to summer and after-school education programs, it is the intention of Ozark Education, Inc., to apply for authorization to operate a public charter school in the Northwest Arkansas region, scheduled to open in the fall of 2014. The application process starts in the summer of 2013 with public informational meetings and disclosure of intentions to the community. By August 30, 2013, an application will be completed and filed with the Arkansas Department of Education. A process of hearings, meetings, and revisions will occur, and authorization status will be determined in the winter of 2013-2014.

The “doing business as (DBA)” name of the charter school, Ozark College & Career Academy (OCCA), has been registered with the state of Arkansas. The mission of OCCA is to offer a K-12 education option that emphasizes a highly engaging, project-based curriculum that prepares students for concurrent credit college and/or career training by their junior year of high school.

To ensure that our curriculum is in alignment with the Common Core State Standards as adopted by the Arkansas Department of Education, a high quality, digital curriculum will also be included as a part of the daily program. Each student will be assigned a laptop, ipad, or e-reader that allows them to access interactive, digital curriculum that allows them to move at their own pace toward subject mastery. Highly qualified teachers will assist students with their digitized studies. Every student must demonstrate substantial progress toward grade-level mastery with their digitized coursework in order to earn the privilege to participate at more than a minimal level with the hands-on component of the program.

The OCCA school day will be at least one hour longer than classes in traditional classrooms in the region, and class sizes will be at least 25% smaller than those in neighboring schools as well. Parent participation and advisement will be an integral feature of school operations.

The OCCA program will be marketed more heavily among economically disadvantaged and minority student populations in the region, although, in accordance with state law, enrollment will be open to all with the only limitations based on seat availability per class.

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

4F. Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. (YES)

4G. Do you or will you record in writing both the information on which you relied to base your decision and its source? If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

OEI board members will be unpaid volunteers

The OEI Executive Director, who will serve as a non-voting board member, will be compensated at a rate commensurate with the salaries of school building administrators in the local region, in accordance with education and experience. Administrator salary schedules from neighboring districts are easily referenced on district websites. If the responsibilities of the position grow to include oversight of additional school facilities or programs, the Executive Director's salary may be raised to include additional contract days. In making salary decisions for this position, the board will consider school budget, district size, level of education, contract days, candidate experience, and Superintendent salaries of similar-sized districts in determining salary.

Teachers, counselors, nurses, and other professional and/or certified staff will be compensated at a rate commensurate with other professionals and certified educators in the local region. Local district websites offer salary schedules for public viewing. Salary schedules include references to years of experience and years of education. Both factors will be included in determining staff salaries.

5A. Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "no," answer lines 5b and 5c.

See Article X of attached bylaws. OEI bylaws were adopted by unanimous vote of the Board of Directors on May 21, 2013.

PART VI: INDIVIDUALS AND ORGANIZATIONS THAT RECEIVE SERVICES FROM OZARK EDUCATION, INC.

1a. *Individuals.* OEI provides classes to students grades PreK-12 in the Northwest Arkansas region. Our classes are offered as part of our charter school program, and also through our after school and summer class programs.

Our charter school operates under the fictitious (DBA) name, "Ozark College & Career Academy." It is a K-12 public charter school operating in Springdale, Arkansas in accordance with Arkansas Charter School Rules & Regulations. Our school serves up to 250 students. The school has adopted the philosophy of project-based learning for all grade levels, emphasizing college & career preparation through rigorous, technology-driven projects and curriculum. Individual students benefit from our charter school program through smaller class sizes, school uniforms, individualized learning plans, college and career preparation, parent/community advisory committees, and one-to-one computer ratios.

Our summer and after school programs offer classes at local community centers and public libraries to benefit individual students as well. Our classes are taught by professional and/or certified individuals who are experts in their fields. Each class is technology-driven, meaning students produce a project using video equipment, computers, digital scientific instruments, or other devices to extend their academic learning and technology skills.

Educators benefit from our professional development offerings including modeling of technology integration and community involvement in class projects that allow teachers hands-on experience, demonstrations, and discussion on integrating these high quality learning experiences with core curriculum.

1b. *Organizations.* OEI benefits other non-profit organizations and schools that share our mission by bringing high quality programming to their students.

Although our charter school is a stand-alone operation, our summer and after school programs involve other non-profits and schools. We bring quality programming into community centers, after-school programs, public and private schools, and preschool programs. Organizations benefit by receiving low or no-fee educational services in their classrooms.

3. Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

The children of Founding Board members have privileged enrollment status in our classes and charter school per Arkansas Department of Education rules below:

6.07.1.14 Specify the methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

6.07.1.14.1 Except as provided in Section 6.07.1.14.2 of these rules, if more eligible students apply for a first-time admission than the open enrollment public charter school is able to accept by the annual deadline that the open enrollment public charter school has established for the receipt of applications for the next school year, the open-enrollment public charter must require the open enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

6.07.1.14.1.1 If there are still more applications for admissions than the open-enrollment public charter school is able to accept after the completion of the random, anonymous student selection method, then the open-enrollment public charter school shall place the applicants on a waiting list for admission.

6.07.1.14.1.2 The waiting list is valid until the next time the open enrollment public charter 005.15 ADE 313-33 school is required to conduct a random, anonymous student selection.

6.07.1.14.2 However, an open-enrollment public charter school may allow a preference for:

6.07.1.14.2.1 Children of the founding members of the eligible entity. The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open enrollment public charter school; and

6.07.1.14.2.2 Siblings of students currently enrolled in the open enrollment public charter school.

PART VIII: YOUR SPECIFIC ACTIVITIES

4a. Do you or will you undertake fundraising? If “Yes,” check all the fundraising programs you do or will conduct. Attach a description of each fundraising program.

Mail solicitation. Newsletters to supporters and parents may include requests for financial participation in education needs, events and projects such as athletics, art shows, science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Email solicitation. E-letters to supporters and parents may include requests for financial participation in educational events and projects such as athletics, art shows, science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Personal solicitations. Should the need arise, supporters of the Corporation may be asked to donate to educational events and projects such as athletics, art shows,

science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Foundation grant solicitations. Applications for funds have been and will be made to foundations that support the mission and goals of the Corporations. These funds may be used for startup expenses, facilities projects, and technology.

Website donations. A donation page on our website will inform interested parties of education needs, events, and projects that they may participate in such as athletics, art shows, science fairs, after-school programs, summer school, school uniforms, technology, or facilities campaigns.

Government grant and loan solicitations. Government grants will be solicited to fund a variety of needs including startup, facilities, curriculum materials, tutors, and equipment.

4b. Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.

Written or oral contracts. The Corporation may enter into a contractual agreement with a professional fundraiser to assist in raising money for education expenses. The corporation is not currently bound by any such contract for services. The attached contract will be used to bind services with future fundraiser.

4d. List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

Fundraising will be restricted to Arkansas. OEI will fundraise for our own organization only.

4e. Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "yes," if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.

The first grant we expect to receive is the Arkansas Department of Education Charter School Planning and Implementation grant. Funding for the grant requires that a separate account be kept for the funds, and rules for spending the

funds apply. For example, the grant monies may not be used to purchase or lease facilities nor to pay utilities or salaries, but must be used for curriculum, equipment, and advertising among other things.

It is likely that our students' parents may create a "booster" club to raise funds for special events, athletics, and other student needs. The booster club will keep their own separate account and use the funds solely for the benefit of students. They will decide how the funds are used. Their fundraising projects may include playground equipment, athletic uniforms, travel expenses for student teams, or other projects to benefit the school or the students. No materials or agreements have been developed for such an entity at this time.

5. Are you affiliated with a governmental unit? If "yes," explain.

Our charter school, Ozark College & Career Academy, will be authorized and monitored by the Arkansas Department of Education, and subject to all rules and regulations of the Charter School division.

7a. Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.

Our facilities may be new construction or older buildings requiring renovation. The building(s) must be large enough to house up to 250 students and must include separate classrooms for up to 20 students each. The buildings must also contain a common area for meals and events, adequate restrooms, storage, and office spaces. The buildings must be located on property that is spacious enough for parking, bus access, and play areas.

In the event that a developer is contracted, their role may include: identifying a feasible site, assembling a development team, directing the design process, establishing planning and zoning arrangements with the locality, supervising detailed design, assisting with financing arrangements, overseeing construction, and advising and apprising the OEI Board of Directors throughout the process.

Under no conditions will business partners or family members of officers, directors, or trustees be allowed to enter into contract for services for the development of facilities other than in volunteer capacity for which no barter, remuneration, or compensation of any type will be exchanged for services.

10. Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.

In general, any intellectual property created by OEI staff and/or students will be the property of the individual creators. However, products created for the purpose of promotion of OEI or OCCA, whether in print, radio, television, or internet, will be the property of OEI with all associated rights of ownership.

Schedule B, Section I

2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If “Yes,” explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.

OEI operations and projects are funded primarily by government funds including “foundation funding,” which is the per pupil amount the state provides to all public schools and is contingent upon enrollment. OEI will also receive state professional development funds on a per pupil basis. National school lunch state categorical funding will be received according to student eligibility. Also, federal Title I funding and other categorical funding will be accepted as rules permit. OEI may also receive state and federal grants to fund planning, startup, and programs.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PUBLIC CHARTER SCHOOLS August 2012

6.17 Funding for Open-Enrollment Public Charter Schools

6.17.1 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board.

6.17.2 For the first year of operation and any year the open-enrollment public charter school adds a new grade, the foundation funding for an open enrollment public charter school is determined as follows:

6.17.2.1 The initial funding estimate shall be based on enrollment as of the deadline established by Ark. Code Ann. § 6-23-501; 6.17.2.2 In December, funding will be adjusted based upon the first quarter average daily membership; and 6.17.2.3 A final adjustment will be made after the current three quarter average daily membership is established.

6.17.3 For the second year and each school year thereafter, the previous year’s average daily membership will be used to calculate foundation funding amounts.

6.17.4 National school lunch state categorical funding under Ark. Code Ann. § 6-20-2305 (b)(4) shall be provided to an open-enrollment public charter school as follows:

6.17.4.1 For the first year of operation and in any year when a grade is added, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding; and 005.15 ADE 313-41 6.17.4.2 For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.

6.17.5 Professional development funding under Ark. Code Ann. § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation and in any year in which a grade is added as follows:

6.17.5.1 In the first year of operation and in any year when a grade is added, the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of the date required by Ark. Code Ann. § 6-23-501 multiplied by the per-student professional development funding amount under Ark. Code Ann. § 6-20-2305(b)(5) for that school year.

6.17.5.2 For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.

6.17.6 The Department of Education shall distribute other categorical funding under Ark. Code Ann. § 6-20-2305(a) and (b) for which an open enrollment public charter school is eligible as provided by state law and rules promulgated by the State Board.

6.17.7 An open-enrollment public charter school shall not be denied foundation funding or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the Department of Education the number of students eligible for funding as specified in applicable rules. 005.15 ADE 313-42

6.17.8 Foundation funding for an open-enrollment public charter school shall be paid in twelve (12) installments each fiscal year.

6.17.9 An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

6.17.10 Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

6.17.11 An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.17.11.1 The public school district may not require lease payments that exceed the fair market value of the property.

6.17.11.2 The application of this Section 6.17.11 is subject to the rights of a repurchase under Ark. Code Ann. § 6-13-103 regarding property taken by eminent domain.

6.17.11.3 A public school district is exempt from the requirements of this Section 6.17.11 if the public school district, through an

open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open enrollment public charter school for an amount that exceeds the fair market value.

6.17.11.4 The purposes of this Section 6.17.11 are to:

6.17.11.4.1 Acknowledge that taxpayers intended a public school facility to be used as a public school; and

6.17.11.4.2 Preserve the option to continue that use.

6.17.11.5 Nothing in this Section 6.17.11 is intended to diminish the opportunity for an Arkansas Better Chance program to bid 005.15 ADE 313-43 on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-501 as amended by Acts 989 and 993 of 2011

6.18 Source of Funding for Open-Enrollment Public Charter Schools

6.18.1 Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

6.18.2 The amount set aside shall be determined by the State Board. Source: Ark. Code Ann. § 6-23-502

6.19 Use of Funding by Open-Enrollment Public Charter Schools

6.19.1 An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

6.19.2 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.

6.19.3 Every contract or lease into which an open-enrollment public charter school enters shall include the wording of Section 6.19.2 of these rules. Source: Ark. Code Ann. § 6-23-503

6.20 Employee Benefits: Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

Source: Ark. Code Ann. § 6-23-504005.15 ADE 313-44

6.21 Deposit and Management of Charter School Funds

6.21.1 All charter school funds, including state foundation funding, other state funding, federal funding, and grants and private donations received directly by a charter school, shall be deposited into a bank account titled in the name of the charter school.

6.21.2 Non-charter school funds of the sponsoring entity shall be deposited in a separate bank account titled in the name of the sponsoring entity and shall not be commingled with charter school funds.

6.21.3 If the charter school operates an approved federal child nutrition program, food service revenues shall be deposited and managed as required by federal law and by any

regulations promulgated by the Arkansas Department of Education Child Nutrition Unit or the Arkansas Department of Human Services.

6.21.4 Charter schools may, but are not required to, secure bank accounts as detailed in Ark. Code Ann. § 6-20-222.

PART IX FINANCIAL DATA

Line 7. Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)

2014/2015

Source	Amt per Student	# of Students	Total
State and local aid	6,267	108	676,836
State and categorical funding (student lunch program)	1,033	108 * 70% of students	78,508
Federal categorical funding	305	108 * 50% of students	16,470
Professional development funding	52	108	5,616
TOTAL			777,430

2015/2016

Source	Amt per Student	# of Students	Total
State and local aid	6,267	148	927,516
State and categorical funding (student lunch program)	1,033	148 * 70% of students	107,432
Federal categorical funding	305	148 * 50% of students	22,570
Professional development funding	52	148	7,696
Savings and emergency			213,730
TOTAL			1,278,944

Line 9. Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list).

Source	Quantity	Total
Special class tuition @ \$80 per student (non-scholarship)	100 per year	\$8,000

Line 23. Any expense not otherwise classified, such as program services (attach itemized list)

2013/2014

ITEM	AMOUNT
Accountant payroll services @ \$59 per mo, June 2013-Dec 31, 1013	450.00
Articles of Incorporation, EIN filing	100.00
CPA fee + filing fee 501(c)(3)	3,250.00
Expense account	2,000.00
Professional development	5,000.00
Marketing, website	3,000.00
Office supplies, furnishings, equipment	1,800.00
Class supplies and equipment	2,000.00
Insurance, D & O, liability	1,500.00
TOTAL	\$19,100.00

2014/2015

ITEM	AMOUNT
Technology	20,000
Library books	4,000
Software	2,000
Classroom supplies	10,000
Curriculum	43,200
Office supplies	2,000
Janitorial supplies	1,000
Accounting service	4,000
Legal fees	5,000
Insurance	10,000

Waste	1,000
Testing	2,000
Bus	50,000
Bus fuel	7,000
Bus maintenance & insurance	3,000
Professional development	5,000
Special education services	3,000
ISP service	3,000
Copier service	10,000
Food service	74,000
Memberships	3,000
Furnishings	20,000
Utilities	0
Security	2,000
Marketing	3,000
Emergency and savings	203,420
Loan repayment	24,000
TOTAL	\$514,620

2015/2016

ITEM	AMOUNT
Technology	20,000
Library books	4,000
Software	2,000
Classroom supplies	10,000
Curriculum	59,200
Office supplies	2,000
Janitorial supplies	1,000
Accounting service	4,000
Legal fees	5,000
Insurance	10,000
Waste	1,000
Testing	2,000
Bus fuel	10,000

Bus maintenance & insurance	5,000
Professional development	7,000
Special education services	4,000
ISP service	3,000
Copier service	12,000
Food service	107,000
Memberships	3,000
Furnishings	10,000
Utilities	0
Security	2,500
Marketing	3,000
Emergency fund	26,836
TOTAL	313,536

Part IX Financial Data.

B. Balance Sheet

Line 19. Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "yes," explain.

Our organization was funded as of June 30, 2013. Since that time, we have begun using the cash funds according to our budget as itemized in Part IX A, Column A.

Schedule B. Schools, Colleges, and Universities

Section 1. 2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If "yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.

Public charter schools in the state of Arkansas receive the same funding as traditional public schools, with the exception of local tax revenues for facilities. Attached is a copy of the Department of Education rules and regulations regarding funding. See "Arkansas Public Charter Schools Act of 1999," HISTORY: Acts 2011, No. 993, § 11. Subchapter 5. Funding for Open-Enrollment Public Charter Schools (pages 17-19)

===== TRANSACTION RECORD =====
NW ARK NEWSPAPERS LLC
212 N EAST AVENUE
FAYETTEVILLE, AR 72701
United States
NWAONLINE.COM

TYPE: Purchase

ACCT: Visa \$ 429.00 USD

CARDHOLDER NAME : CHRISTINE SILANO-OZARK EDU INC
CARD NUMBER : #####3138
DATE/TIME : 18 Jun 13 09:29:15
REFERENCE # : 001 0165017 M
AUTHOR. # : 739982
TRANS. REF. : R1726165

Approved - Thank You 100

Please retain this copy for your records.

Cardholder will pay above amount to card issuer pursuant to cardholder agreement.

=====

*** Duplicate ***

 **072813e404_proof.pdf**
36K

Christine Silano <ozarkcca@gmail.com>
To: Holly Andrews <handrews@nwaonline.com>

Fri, Jul 26, 2013 at 11:17 AM

Yes, that is correct. Thanks. I still have not received any kind of receipt or invoice. Thanks so much. Christi
[Quoted text hidden]

Holly Andrews <handrews@nwaonline.com>
To: Christine Silano <ozarkcca@gmail.com>

Fri, Jul 26, 2013 at 12:23 PM

Christine,

See below for a list of ads you have run. As mentioned before, our billing system is still down so this is the best I can do at this point :/

\$23.25 per column inch, per combo. Ad is 4 total inches

INFORMATIONAL MEETINGS

June 16, 23, 30

Washington County Combo	\$ 279.00	(93.00 per Sunday)
+ Online (runs through 8/10)	\$ 150.00	
	\$ 429.00 Total	

July 21, 28, August 4, 11

Washington & Benton Co.	\$ 744.00	(186.00 per Sunday, Incl. Both Combos)
Updated Online Ad	\$ 0.00	

LECTURE AD

July 8, 9

Washington & Benton Co.	\$ 312.00	(186.00 per Sunday, Incl. Both Combos)
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July 28

Washington & Benton Co.	\$ 186.00	(186.00 per Sunday, Incl. Both Combos)
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If you are planning to do these on a regular basis, we have some frequency contract rates so if you would like more information this just let me know!

Holly Andrews

BSC Legal Clerk & Advertising Rep.

NWA Media

(p) 479-571-6410/479-316-0665

(f) 479-442-1760

handrews@nwaonline.com

 www.nwaonline.com

From: Christine Silano [mailto:ozarkcca@gmail.com]

Sent: Friday, July 26, 2013 11:18 AM

To: Holly Andrews

Subject: Re: Lecture this Sunday

[Quoted text hidden]

Christine Silano <ozarkcca@gmail.com>
To: Holly Andrews <handrews@nwaonline.com>

Fri, Jul 26, 2013 at 1:18 PM

This helps. Thanks!

[Quoted text hidden]

Holly Andrews <handrews@nwaonline.com>
To: Christine Silano <ozarkcca@gmail.com>

Fri, Jul 26, 2013 at 3:06 PM

Christine,

Deadline on the Back to School Spadea is today so I just wanted to check in with you about that. Flyer is attached

Holly Andrews

BSC Legal Clerk & Advertising Rep.

NWA Media

SUNDAY, JUNE 16, 2013

**"The Research Facts about
Public Charter Schools"**

Public Lecture by Dr. Patrick Wolfe,
U of A Education Reform Department
Tuesday, July 9 • 6-7 pm
Jones Center Chapel • Springdale, AR

*New Charter Applicant Ozark College & Career Academy
Presentation to follow at 7pm*

**Ozark College
& Career Academy**

A K-12 Public Charter School

INFORMATIONAL MEETINGS:

Tuesday, July 9 @ 7:00 p.m.
Tuesday, July 30 @ 7:00 p.m.
Thursday, August 15 @ 7:00 p.m.
at Jones Center Chapel
922 E. Emma Ave., Springdale

Questions? Visit www.facebook.com/OzarkCCA

**EMPHASIZING HIGHER
EXPECTATIONS, INCLUDING:**

- Character education
- School uniforms
- Workplace readiness
- Early college credit
- Community leadership

**AND REAL-WORLD SKILL
ACQUISITION, SUCH AS:**

- 1:1 Computer ratio
- Digital literacy • Video production
- Program coding • Graphic arts
- Foreign language literacy
- Diversity and Sustainability
- Project-based learning

Charter School Group Meets

NEWS

By Amy Buckley
 ABUCKLE@WVONLINE.COM • @WVAMW

2A SPRINGDALE MORNING NEWS

ACADEMY: Students Will Have Fight Hours Of School Each Day

CONTINUED FROM PAGE 1A

language when they graduate.

Students will have eight hours of school each day, instead of seven and will attend 10 extra school days giving teachers 258 more hours each year with their students. The school may offer after or before school care also, Silano said.

"I think it would be good if it would actually happen," said parent Lluvia Dimas as she left the meeting Tuesday night.

So far Ozark College and Career Academy is offering a summer video production, computer game design and "foodology" classes that serve about 60 students through The Jones Center in Springdale and LifeSource in Fayetteville.

Patrick Wolf, professor of school choice and education reform at the University

UP NEXT

Two other informational meetings about the Ozark College and Career Academy will be held before organizers submit their charter request to the state.

7 p.m. July 30, The Jones Center chapel, 922 E. Emma Ave., Springdale.

7 p.m. Aug. 15, The Jones Center chapel, 922 E. Emma Ave., Springdale.

of Arkansas, spoke before the meeting about charter school research.

Charter schools, Wolf said, are showing no signs of plateauing in enrollment. About 6,000 charter schools serve more than 2.3 million students, or about 4 percent of school-age children, in the United States, Wolf said. Underserved children form a large base of charter school enrollment, judging by statistics, Wolf said.

Many successful charter schools have more educa-

schools vary, Wolf said. "With charter schools you allow a lot of freedom to innovate and experiment," Wolf said.

Minorities are the majority in most Springdale schools, Arturo Garcia, community outreach director for the school group.

He has a son starting his second year at Haas Hall Academy in Fayetteville. The charter school experience has been positive for his son, Garcia said.

There is a lot of communication with parents, his son has been pushed to succeed and the eighth-grader had a college visit.

That, Garcia said, is like teaching a child to swim. Once they learn it's hard to get them out of the water.

"The Springdale education system is good, but this is a second choice for our kids," Garcia said.

SPRINGDALE — Parents heard details about Ozark College and Career Academy for the first time Tuesday night.

The open-enrollment charter school could offer classes capped at 15 or 20 students in a smaller school setting, said Christine Silano, executive director. Language instruction would start at kindergarten, uniforms will help level the playing field in appearance and computer-based curriculum will replace textbooks, Silano said.

First the school's charter must be approved by the state.

Tuesday's meeting was the first in a series of public meetings to build support as organizers take their appeal for a charter to the state.

"Rogers, Fayetteville and Bentonville have charters. Springdale does not," Silano said. "We want this to be grassroots. We want this to come out of Springdale."

Silano envisions certification programs beginning in middle school where students can pursue their interests and teaming with local community colleges so students can earn dual credit. The curriculum has not been finalized, she said, but she would like to see children who speak Spanish or Marshallese be able to read and write in their native

August 28, 2013

Arkansas Department of Education

To Whom It May Concern:

It is my great pleasure to ask for your support in the opening of the open-enrollment charter school referred to as the Ozark College & Career Academy (OCCA). I have been a life long resident of Springdale and truly believe that this school would benefit our community greatly. I graduated from the University of Arkansas, Fayetteville campus, with a Masters degree in Elementary Education as well as an English as a Second Language Endorsement. I also have three young daughters that will attend Springdale public schools, my oldest however attend the Benton County School of the Arts Charter School, that is located over thirty mins. away in Rogers. My oldest attends this school because we needed an option that was not available in the Springdale community.

As parents in this community, our options are very limited in what type of education our children can receive. As Springdale's population has doubled over the last two years, I, as a parent, have seen our public schools struggle to not only meet the growing needs of the community, but also that of the new and very high ESOL students that arrive daily. By granting this charter school, you will not only open the doors for so many students that truly need this, but also give hope to parents that have merely settled because there no option given for their child.

I know that as educators we are all advocates for the children we teach, so I ask you not only as a parent but as an educator that you grant this charter and support the Springdale Community as well as Dr. Christine Silano in her efforts to give our children a new and exciting opportunity in this high quality, and project-based learning experience.

Thank you again for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Mrs. Charity Allen-Grace, M.Ed." The signature is written in dark ink and is positioned below the typed name.

Mrs. Charity Allen-Grace, M.Ed.



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Charlie Collins
3225 East Piper Glen
Fayetteville, Arkansas 72703-4394

479-283-9303 Business/Residence
ccollins6@cox.net

DISTRICT 84

Counties:
Part Washington

COMMITTEES:

Chairperson,
Revenue and Taxation

Insurance and Commerce
Financial Institutions Subcommittee

Joint Performance Review

Legislative Joint Auditing Committee

August 30, 2013

Dear Charter Authorizing Board:

I am writing in support of the charter school application submitted by Ozark College and Career Academy in Springdale. Parents, community members, and educators have been meeting for several months to develop their vision and believe that this is a desirable educational option for students in our region.

Traditional public schools in Northwest Arkansas do a tremendous service for our communities; however, some students may be better served by the unique qualities of a charter school. I support the efforts of this organization in seeking to provide smaller classrooms, longer school days and calendar, project-based and service-based projects, STEM education, and 21st century career skills.

Again, I support the opening of Ozark College and Career Academy charter school. I, along with many of my constituents, hope you will approve their application. School choice provides parents the opportunity to choose a school they feel best meets the needs of their children.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Charlie Collins".

Charlie Collins, State Representative

CC/jnm

Yes, I support opening a charter school in Springdale!
Si, apoyo la apertura de una Escuela Charter en Springdale!

NAME / NOMBRE	DATE / FECHA	EMAIL
Megan Nicholson	7/24/13	mnicholson@sdale.org
Jean Parker	7/24/13	jparker5047@gmail.com
Jami Forrester	7/24/13	jami4for@gmail.com
DIANA VARELA	7-24-13	varela-2628@yahoo.com
Nina Vargas	7-24-13	fam1vargas@yahoo.com
Jason Brown	7-24-13	jdbrown29@hotmail.com
BRYAN WINZER	7-24-13	winzer5@gmail.com
Jennifer Banks	7-24-13	
Lanquel Kayin	7-24-13	Lkayin@yahoo.com
Andrea Douglas	7-24-13	andilendouglas@yahoo.com
Sharon Miller	"	sharonmiller@cox.net
Linda Lenter	7-24-13	
Emily Rainey	7-24-13	
Amber Barrett	7-24-13	
Jen Welker	7-24-13	Jforwelker@yahoo.com
Danny Mathis	7-24-17	dmathis@cox.net
Kelley Sincet	7/24/13	ksincet@cox.net
Yeronica Morales	7/24/13	
Valerie Amram	7/24/13	
Nathan Lawson	7-24-13	
Abel Ayuda	7-24-13	
Lisa P	7-24-13	
Betty Johnson	7-24-13	

500 Signatures available on request.
 C.S.

September 3, 2013

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start up grant process.

The foundation has already made a planning grant in the amount of \$30,000, based on the initial concept of the proposed charter school for Springdale, submitted by Christine Silano. As such, I feel confident that should the Ozark College and Career Academy be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start up grant in the potential amount of \$220,000 (the \$250,000 potential minus the planning portion of \$30,000).

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education

Escuela charter otra opción educativa

Amye Buckley

ABUCKLEY@NWAONLINE.COM

SPRINGDALE — Padres de familia buscando otra opción escolar para sus hijos escucharon detalles sobre Ozark College and Career Academy (OCCA) por primera vez la noche del martes, 9 de julio.

La escuela charter, de inscripción abierta, daría clases de máximo 20 estudiantes en una escuela más pequeña, puntualizó Christine Silano, directora ejecutiva de OCCA. La enseñanza de idiomas comenzaría en el kindergarten, los uniformes ayudarían a nivelar la experiencia del cuerpo estudiantil, y el currículo basado en computadoras sustituirá a los libros de texto, dijo Silano.

Pero primero, el "charter" de la escuela debe ser probado por el Estado. La reunión del martes



José López Bribiesca/NWA Media

Christine Silano, directora ejecutiva de Ozark College and Career Academy, presenta sobre las diferencias entre las escuelas públicas y su escuela charter en el Jones Center de Springdale el martes, 9 de julio.

Vea **CHARTER** en la página 3A

*La Prensa News
July 18, '13
2 more favorable articles available on request.*

• Semana del 18 de julio de 2013 •••••

Charter

Continuando de la página 1A

pasado fue la primera de una serie de reuniones públicas para fomentar el apoyo mientras que los organizadores recurren para pedir el "charter", un contrato con el Estado que da más flexibilidad con el currículo a comparación con escuelas públicas. "Rogers, Bentonville y Fayetteville tienen escuelas charter. Springdale no", señaló Silano. "Queremos que esto sea de base. Queremos que esto provenga de Springdale". Silano prevé programas de certificación a partir de la escuela secundaria donde los estudiantes pueden explorar sus intereses y trabajar en equipo con los colegios comunitarios locales para que los chicos puedan obtener crédito dual.

El plan de estudios no se ha finalizado, dijo, pero

le gustaría ver que los niños que hablan español o marshallese sean capaces de leer y escribir en su lengua materna cuando se gradúen.

Los estudiantes tendrán ocho horas de clases, en lugar de siete, todos los días y asistirán 10 días adicionales, dando al profesor 258 horas más al año con sus alumnos. "Creo que sería bueno si en realidad sucede", comentó Lluvia Dimas, madre de familia, al salir de la reunión del martes por la noche.

Las minorías son la mayoría en la mayor parte de las escuelas de Springdale, indicó Arturo García, director de alcance comunitario para OCCA, cuyo hijo ha tenido una experiencia positiva en la escuela charter Haas Hall Academy de Fayetteville.

"El sistema educativo Springdale es bueno, pero esto es una segunda opción para nuestros niños", dijo García sobre OCCA.

OCCA ACADEMIC CALENDAR, 2014-2015
(188 instructional days, plus 5 emergency days)

July 28-August 1.....Teachers In-Service/Work Days
August 4 (Monday)..... **SCHOOL BEGINS**
September 1 (Monday)..... NO SCHOOL – LABOR DAY
Sept. 22–Sept. 26 (Mon.-Thurs.)..... Parent-Teacher Conferences
Sept. 27..... NO SCHOOL – TEACHER IN-SERVICE
October 10..... End 1st Quarter (48 days)
October 13-17 (Mon.-Fri.).....NO SCHOOL - **FALL BREAK**
November 26-28 (Wed.-Fri.)..... NO SCHOOL - THANKSGIVING HOLIDAYS
December 19 (Friday)..... End 2nd Quarter (42 days) and 1st Semester (90 days)
December 22 through January 2..... NO SCHOOL – **WINTER BREAK**
January 5.....NO SCHOOL - TEACHER IN-SERVICE/WORKDAY
January 6 (Tuesday)..... School Resumes
January 19 (Monday)..... NO SCHOOL – TEACHER IN-SERVICE
February 9-12 (Monday-Thursday)..... Parent-Teacher Conferences (after school)
February 13 (Friday)..... NO SCHOOL – TEACHER IN-SERVICE
March 20 (Friday)..... End 3rd Quarter (52 days)
March 23-27 (Monday-Friday)..... NO SCHOOL – **SPRING BREAK**
May 25 (Monday)..... NO SCHOOL – MEMORIAL DAY
June 9 (Tuesday).....**LAST DAY** End 4th Quarter (51 days) & 2nd semester (103 days)
June 10 (Wednesday)..... . TEACHER WORK DAY

KINDERGARTEN	1st GRADE	2nd GRADE
8:00-8:30 Circle Time: songs, calendar, birthdays, character education, pledge	8:00-8:30 Circle Time: songs, calendar, birthdays, character education, pledge	8:00-8:30 Circle Time: songs, calendar, birthdays, character education, pledge
8:30-10:15 Montessori Work Time: Literacy, math, social studies, science	8:30-10:20 Montessori Work Time: Literacy, math, social studies, science	8:30-10:25 Montessori Work Time: Literacy, math, social studies, science
9:15-10:00 Snack Time. Students may come to the snack table up to 5 at a time, clean up their space and go back to work	9:15-10:00 Snack Time. Students may come to the snack table up to 5 at a time, clean up their space and go back to work	9:15-10:00 Snack Time. Students may come to the snack table up to 5 at a time, clean up their space and go back to work
10:15-11:45 CCSS Literacy Centers and Small Group Reading	10:20-11:50 CCSS Literacy Centers and Small Group Reading	10:25-11:55 CCSS Literacy Centers and Small Group Reading
11:45-12:25 Lunch, playground	11:50-12:30 Lunch, playground	11:55-12:35 Lunch, playground
12:25-12:35 Bathroom, water	12:30-12:40 Bathroom, water	12:35-12:45 Bathroom, water
12:35-2:00 Project-based Learning: STEM, art, writing, music, drama, handwriting, publishing, presenting	12:40-1:30 CCSS Mathematics	12:45-1:15 Second Language: Spanish or Mandarin
	1:30-2:00 Second Language: Spanish or Mandarin	
2:00-2:30 Second Language: Spanish or Mandarin	2:00-3:30 Project-based Learning: STEM, art, writing, music, drama, handwriting, publishing, presenting	1:45-2:30 CCSS Mathematics
2:30-3:15 CCSS Mathematics		
3:15-3:45 Digital literacy	3:30-4:00 Digital Literacy	2:30-4:00 Project-based Learning: STEM, art, writing, music, drama, handwriting, publishing, presenting
3:45-4:00 Character Education		
After-school program: Snacks, tutoring, sports, dance, chess, band	After-school program: Snacks, tutoring, sports, dance, chess, band	After-school program: Snacks, tutoring, sports, dance, chess, band

OCCA GRADES 6-8 MASTER SCHEDULE

	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
8:00-8:55	ENGLISH 6	PRE-ALGEBRA	SCIENCE 8	PLAN
9:00-9:55	ENGLISH 7	MATH 6	PLAN	SOCIAL STUDIES 8
10:00-10:55	ENGLISH 8	PLAN	SCIENCE 6	SOCIAL STUDIES 7
11:00-11:55	PLAN	ALGEBRA	SCIENCE 7	SOCIAL STUDIES 6
12:00-12:30	LUNCH	LUNCH	LUNCH	LUNCH
12:30-2:30	VIDEO PRODUCTION PBL: INTEGRATED P.E., HEALTH, ART, MUSIC	EARLY CHILDHOOD EDUCATION PBL: INTEGRATED P.E., HEALTH, ART, MUSIC	COMPUTER GAME DESIGN PBL: INTEGRATED P.E., HEALTH, ART, MUSIC	OUTDOOR EDUCATION PBL: INTEGRATED P.E., HEALTH, ART, MUSIC
2:30-3:00	DIGITAL LITERACY, CHARACTER EDUCATION	DIGITAL LITERACY, CHARACTER EDUCATION	DIGITAL LITERACY, CHARACTER EDUCATION	DIGITAL LITERACY, CHARACTER EDUCATION
3:00-4:00	FOREIGN LANGUAGE	FOREIGN LANGUAGE	BILINGUAL STUDIES	BILINGUAL STUDIES

**Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
Line#	List Positions				
1	Program Director	1	\$75,000.00	1	\$76,500.00
2	Dean of Students	1.3	\$45,000.00	1	\$45,900.00
3	Administrative Assistant	1.3	\$27,500.00	1	\$28,050.00
4					
5					
6					
7	Subtotal:		\$169,250.00		\$150,450.00
8	Fringe Benefits (rate used 25%)		\$42,312.50		\$37,612.50
9	Total Administration:		\$211,562.50		\$188,062.50

Regular Classroom Instruction:		2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	6	\$37,500.00	9	\$38,250.00
11	Aides		\$18,000.00		\$18,360.00
12	Subtotal:		\$225,000.00		\$344,250.00
13	Teacher Fringe Benefits (rate used 25%)		\$56,250.00		\$86,062.50
14	Aide Fringe Benefits (rate used 25%)		\$0.00		\$0.00
15	Total Regular Classroom Instruction:		\$281,250.00		\$430,312.50

Special Education:		2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	0.5	\$40,000.00	0.5	\$40,800.00
17	Aides	0		0	
18	Subtotal:		\$20,000.00		\$20,400.00
19	Teacher Fringe Benefits (rate used 25%)		\$5,000.00		\$5,100.00
20	Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
21	Total Special Education:		\$25,000.00		\$25,500.00

Gifted and Talented Program:		2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0		0	
23	Aides	0		0	
24	Subtotal:		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
27	Total Gifted and Talented Program:		\$0.00		\$0.00

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

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
28 Teachers	0		0	
29 Aides	0		0	
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)		\$0.00		\$0.00
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
34 ELL Teacher	1	1
35		
36		
37		
38		
39 Subtotal:	\$40,000.00	\$40,800.00
40 Fringe Benefits (rate used _25%_)	\$10,000.00	\$10,200.00
41 Total English Language Learner Program:	\$50,000.00	\$51,000.00

Guidance Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
42 Counselor	0.25	0.5
43		
44		
45		
46		
47 Subtotal:	\$10,000.00	\$20,400.00
48 Fringe Benefits (rate used _25%_)	\$2,500.00	\$5,100.00
49 Total Guidance Services:	\$12,500.00	\$25,500.00

Health Services:

List Positions	2014-2015 No. FTEs	2015-2016 No. FTEs
50 Nurse	0.25	0.25
51		
52		
53		
54		
55 Subtotal:	\$10,000.00	\$10,200.00
56 Fringe Benefits (rate used _25%_)	\$2,500.00	\$2,550.00
57 Total Health Services:	\$12,500.00	\$12,750.00

Media Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
58 List Positions		
59 Waiver requested.	0	0
60		
61		
62		
63 Subtotal:	\$0.00	\$0.00
64 Fringe Benefits (rate used _____)	\$0.00	\$0.00
65 Total Media Services:	\$0.00	\$0.00

Fiscal Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
66 List Positions		
67 Responsibility of Administrative Asst.	0	0
68		
69		
70		
71 Subtotal:	\$0.00	\$0.00
72 Fringe Benefits (rate used _____)	\$0.00	\$0.00
73 Total Fiscal Services:	\$0.00	\$0.00

Maintenance and Operation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
74 List Positions		
75 Maintenance provided by Lessor.	0	0
76		
77		
78		
79 Subtotal:	\$0.00	\$0.00
80 Fringe Benefits (rate used _____)	\$0.00	\$0.00
81 Total Maintenance and Operation:	\$0.00	\$0.00

Pupil Transportation:

	2014-2015 No. FTEs	2015-2016 No. FTEs
82 List Positions		
83 Bus drivers	2	2
84		
85		
86		
87 Subtotal:	\$21,000.00	\$21,420.00
88 Fringe Benefits (rate used 25%)	\$5,250.00	\$5,355.00
89 Total Pupil Transportation:	\$26,250.00	\$26,775.00

Food Services:

	2014-2015 No. FTEs	2015-2016 No. FTEs
90 List Positions		
91 Contract with caterer. _____	0	0
92 _____		
93 _____		
94 _____		
95 Subtotal:	\$0.00	\$0.00
96 Fringe Benefits (rate used _____)	\$0.00	\$0.00
97 Total Food Services:	\$0.00	\$0.00

Data Processing:

	2014-2015 No. FTEs	2015-2016 No. FTEs
98 List Positions		
99 Responsibility of Administrative Asst. _____	0	0
100 _____		
101 _____		
102 _____		
103 Subtotal:	\$0.00	\$0.00
104 Fringe Benefits (rate used _____)	\$0.00	\$0.00
105 Total Data Processing:	\$0.00	\$0.00

Substitute Personnel:

	2014-2015 No. FTEs	2015-2016 No. FTEs
106 Number of Certified Substitutes <u>1</u>	0.2	0.3
107 Number of Classified Substitutes <u>1</u>	0.4	0.6
108 Subtotal:	\$9,776.00	\$14,664.00
109 Certified Fringe Benefits (rate used <u>10%</u>)	\$413.60	\$620.40
110 Classified Fringe Benefits (rate used _____)	\$0.00	\$0.00
111 Total Substitute Personnel:	\$10,189.60	\$15,284.40

TOTAL EXPENDITURES FOR SALARIES:

112	\$629,252.10	\$775,184.40
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**Public Charter School Application
Estimated Budget Template**

REVENUES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
State Public Charter School Aid:			
2014-2015			
1	No. of Students <u>108</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$704,268.00</u>	
2	No. of Students <u>108</u> x <u>\$44.00</u> Professional Development	<u>\$4,752.00</u>	
3	No. of Students <u>58</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$59,914.00</u>	
4	No. of Students <u>40</u> x <u>\$317.00</u> Other: <i>Explain Below</i>	<u>\$12,680.00</u>	
5	<u>ELL</u>		
2015-2016			
6	No. of Students <u>146</u> x <u>\$6,521.00</u> State Foundation Funding		<u>\$952,066.00</u>
7	No. of Students <u>146</u> x <u>\$44.00</u> Professional Development		<u>\$6,424.00</u>
8	No. of Students <u>79</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$81,607.00</u>
9	No. of Students <u>54</u> x <u>\$317.00</u> Other: <i>Explain Below</i>		<u>\$17,118.00</u>
10	<u>ELL</u>		
11	Total State Charter School Aid:	<u><u>\$781,614.00</u></u>	<u><u>\$1,057,215.00</u></u>
 Other Sources of Revenues:			
<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>			
12	Private Donations or Gifts	<u>\$220,000.00</u>	
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16	Total Other Sources of Revenues:	<u><u>\$220,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,001,614.00</u></u>	<u><u>\$1,057,215.00</u></u>

EXPENDITURES

		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
Administration:			
18	Salaries and Benefits	<u>\$211,562.50</u>	<u>\$188,062.50</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$2,500.00</u>	<u>\$3,000.00</u>
25	Equipment	<u>\$5,000.00</u>	<u>\$3,000.00</u>
26	Other (List Below)		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$219,062.50</u></u>	<u><u>\$194,062.50</u></u>

Regular Classroom Instruction:		2014-2015 Amount:	2015-2016 Amount:
32	Salaries and Benefits	<u>\$281,250.00</u>	<u>\$430,312.50</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Waive Minimum Salaries Ark. Code Ann.</u>		
34	V - CI 2 <u>6-17-201(c)(2), 6-17-2203, and 6-17-2403</u>		
35	V - CI 3 _____		
36	V - CI 4 <u>Lead teacher stipends</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
37	V - CI 5 _____		
38	Supplies and Materials	<u>\$3,500.00</u>	<u>\$4,500.00</u>
39	Equipment	<u>\$25,140.00</u>	<u>\$12,000.00</u>
	Other (List Below)		
40	<u>Core software licenses</u>	<u>\$27,000.00</u>	<u>\$36,250.00</u>
41	<u>books</u>	<u>\$3,000.00</u>	<u>\$4,500.00</u>
42	<u>learning.com software</u>	<u>\$1,614.00</u>	<u>\$1,606.00</u>
43	<u>STAR online assessments</u>	<u>\$1,080.00</u>	<u>\$1,606.00</u>
44	<u>Rosetta Stone and language books</u>	<u>\$5,000.00</u>	<u>\$6,000.00</u>
45	Total Regular Classroom Instruction:	<u><u>\$352,584.00</u></u>	<u><u>\$501,774.50</u></u>
Special Education:			
46	Salaries and Benefits	<u>\$25,000.00</u>	<u>\$25,500.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 _____		
48	V - SE 2 <u>special services student testing</u>	<u>\$4,000.00</u>	<u>\$4,000.00</u>
49	V - SE 3 _____		
50	V - SE 4 _____		
51	V - SE 5 _____		
52	Supplies and Materials	<u>\$1,000.00</u>	<u>\$1,000.00</u>
53	Equipment		
	Other (List Below)		
54	_____		
55	_____		
56	_____		
57	_____		
58	_____		
59	Total Special Education:	<u><u>\$30,000.00</u></u>	<u><u>\$30,500.00</u></u>
Gifted and Talented Program:			
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver Ark. Code Ann. 6-42-101 et.seq.</u>		
62	V - GT2 <u>and 6-20-2208(c)(6)</u>		
63	V - GT3 <u>Standards for Accreditation 18.0</u>		
64	V - GT4 <u>ADE Rules Governing Gifted and Talented</u>		
65	V - GT5 <u>Program Approval Standards</u>		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68	_____		
69	_____		
70	_____		
71	_____		
72	_____		
73	Total Gifted and Talented Program:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Alternative Education Program/ Alternative Learning Environments:

	<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
74	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
75	V - ALE1 Waive Ark. Code Ann. 6-15-1005(b)(5),	
76	V - ALE2 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.	
77	V - ALE3 Standard for Accreditation 19.03	
78	V - ALE4 Section 4.00 of ADE Rules Governing the	
79	V - ALE5 Distribution of Student Special Needs Funds	
80	Supplies and Materials	
81	Equipment	
82	Other (List Below)	
83	_____	
84	_____	
85	_____	
86	_____	
87	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00

English Language Learner Program:

88	Salaries and Benefits	\$50,000.00	\$51,000.00
	Purchased Services - List Vendors Below		
89	V - ELL1 _____		
90	V - ELL2 _____		
91	V - ELL3 _____		
92	V - ELL4 _____		
93	V - ELL5 _____		
94	Supplies and Materials	\$500.00	\$500.00
95	Equipment		
96	Other (List Below)		
97	_____		
98	_____		
99	_____		
100	_____		
101	Total English Language Learner Program:	\$50,500.00	\$51,500.00

Guidance Services:

102	Salaries and Benefits	\$12,500.00	\$25,500.00
	Purchased Services - List Vendors Below		
103	v - GS1 Waive Ark Code Ann. 6-18-1001 et seq.		
104	v - GS2 Standards for Accreditation 16.01		
105	v - GS3 ADE Rules Governing Public School Student		
106	v - GS4 Services		
107	v - GS5 _____		
108	Supplies and Materials	\$500.00	\$500.00
109	Equipment		
110	Other (List Below)		
111	_____		
112	_____		
113	_____		
114	_____		
115	Total Guidance Services:	\$13,000.00	\$26,000.00

Health Services:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
116	Salaries and Benefits	<u>\$12,500.00</u>	<u>\$12,750.00</u>
	Purchased Services - List Vendors Below		
117	V - HS1 Waive Ark. Code Ann. -18-706 and 6-18-1001		
118	V - HS2 Standards for Accreditation 16.03		
119	V - HS3 ADE Rules Governing Public School Student		
120	V - HS4 Services		
121	V - HS5		
122	Supplies and Materials	<u>\$2,500.00</u>	<u>\$1,500.00</u>
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u><u>\$15,000.00</u></u>	<u><u>\$14,250.00</u></u>

Media Services:			
130	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
131	V - MS1 Waive Ark. Code Ann. 6-25-103 & 104		
132	V - MS2 Standards for Accreditation 16.02.3		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Fiscal Services:			
144	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
145	V - FS1 annual audit	<u>\$8,000.00</u>	<u>\$8,000.00</u>
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:	<u><u>\$8,000.00</u></u>	<u><u>\$8,000.00</u></u>

Maintenance and Operation:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Main/cust./utilities included in lease	\$0.00	\$0.00
160	V - MO2 (see attached Jones Trust agreement)		
161	V - MO3 Technology wiring and maintenance	\$10,950.00	\$5,000.00
162	V - MO4 (vendor- Telecom)		
163	V - MO5		
164	Supplies and Materials		
165	Equipment		
166	Other (List Below)		
167			
168			
169			
170			
171	Total Maintenance and Operation:	<u>\$10,950.00</u>	<u>\$5,000.00</u>
Pupil Transportation:			
172	Salaries and Benefits	\$26,250.00	\$26,775.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	Fuel @ \$5 per gal, 10 gal per day	\$9,400.00	\$9,400.00
181	Maintenance @ \$2500 per yr per bus	\$5,000.00	\$5,000.00
182	School buses @ 30000 each	\$60,000.00	\$0.00
183	Insurance	\$2,000.00	\$2,000.00
184			
185	Total Pupil Transportation:	<u>\$102,650.00</u>	<u>\$43,175.00</u>
Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 EasyDoesIt Catering, Springdale	\$12,000.00	\$3,000.00
188	V - FD2 free lunches for qualifying students		
189	V - FD3 until reimbursement in mid-October		
190	V - FD4 @ reimbursement rate of 2.93		
191	V - FD5		
192	Supplies and Materials		
193	Equipment	\$5,000.00	\$2,000.00
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	<u>\$17,000.00</u>	<u>\$5,000.00</u>

Data Processing:		<u>2014-2015 Amount:</u>	<u>2015-2016 Amount:</u>
200	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
201	V - DP1 Responsibility of Administrative Asst.		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:	<u>\$0.00</u>	<u>\$0.00</u>
Substitute Personnel:			
214	Salaries and Benefits	\$10,189.60	\$15,284.40
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$10,189.60</u>	<u>\$15,284.40</u>
Facilities:			
221	Lease/Purchase Contract for One Full Year	\$117,409.00	\$117,409.00
	Facility Upgrades - List Upgrades Below		
222			
223	liability insurance per year	\$2,000.00	\$2,000.00
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year	\$3,000.00	\$3,000.00
231	Total Facilities:	<u>\$122,409.00</u>	<u>\$122,409.00</u>

Debt Expenditures:

2014-2015 Amount:

2015-2016 Amount:

List Debts Below

232

233

234

Total Debts:

=====

=====

Other Expenditures:

List Other Expenditures Below

235

Professional Development _____

\$20,000.00

\$10,000.00

236

237

238

239

240

TOTAL EXPENDITURES:

\$971,345.10

\$1,026,955.40

241

242

Net Revenue over Expenditures:

\$30,268.90

\$30,259.60

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

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

Lessor(Owner): Jones Trust

Lessee(Tenant): Ozark College & Career Academy

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:

Conference rooms in a community center.

Address of Premises: 944 E. Emma Ave., Springdale, AR 72764

Square Footage: 8,570

Terms of Lease: 8/1/2014- 6/30/2016

Rental Amount: \$117,409

Contingency: The terms of this agreement are contingent upon

Ozark College & Career Academy

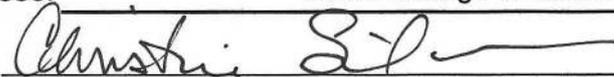
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2014

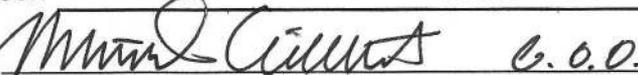
Statutory Language Concerning No Indebtedness:

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: Ozark College & Career Academy

By:  Date 8/24/2013

Lessor: Jones Trust

By:  C. O. O. Date 8/26/2013

**2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

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

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

- 13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
- 14. Should the open-enrollment public charter school voluntarily or 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.

[Handwritten Signature]

30 AUGUST 2013

Signature of President of the Sponsoring Entity Board of Director

Date

LAWRENCE ASH

Printed Name

THE JONES TRUST

A proposal for Administrative and classroom space for

Ozark College and Career Academy

August 1, 2013

The Jones Trust

The Jones Trust is a Charitable Operating Foundation, founded by the late Harvey and Bernice Jones of Springdale, Arkansas. The Jones Trust currently has over 550,000 SF of specialty space that include **The Jones Center For Families, Center for Nonprofits @ The JTL Shops and The Harvey Jones Education Building** all located in Springdale, AR and **The Center for Nonprofits @ St. Mary's in Rogers.**

The Jones Center:

The Jones Center was constructed in 1994, repurposing the old Jones Truck Lines Terminal Building. The facility has over 78,000 SF in the main concourse area and over 10,000 SF in the Food Court area. The north wing of the main concourse area is defined as the "conference center" and includes a main ballroom and four breakout rooms. The Center section of the upper concourse includes the library/computer center, Administration and Advancement offices for the Jones Trust and Jones Center staff. The south portion of the concourse will continue to provide Community programs including child care, parenting classes, senior programs, health and safety classes and general community programs and events.

The lower concourse or recreational area will continue to serve the community with the swimming pools, basketball courts, walking track, ice skating arena and fitness center.

Leasable Area:

The areas of the Jones Center offered in this proposal are shown in Exhibit #1 attached hereto. This proposal includes the following areas:

Administrative Office Space	1,720	SF
Classroom Space (Existing classrooms and furnishings included)	6,850	SF
Total gross leasable area	8,570	SF

Shared space:

The Jones Center currently has a library/computer lab on campus. OCCA students will have access to the library during all hours of operation. The computer classroom may be scheduled by OCCA instructors on a first priority basis prior at the beginning of the semester in accordance with the published fee schedule. Conference rooms will be made available to OCCA faculty through our scheduling department based on availability at no additional cost.

The staff break room will be available to OCCA staff.

Parking will be available in common facility parking lots. No reserved spaces are available.

Improvements desired by OCCA:

OCCA will utilize the space as is. Internal network wiring may be required. Any network cabling necessary shall be completed at the expense of OCCA.

Telephone Systems, IT Systems and A/V Equipment:

The Jones Center will provide a location within the current library "server room" for telephone service to be installed by the telephone service provider for OCCA. OCCA shall be responsible for any necessary internal wiring associated with telephone service needed within the OCCA space. The Jones Center is currently wired for an internal network and may be suitable for the needs of OCCA. If it is deemed unsuitable for OCCA needs, OCCA shall bear the cost of network cabling to suit the need.

The Jones Center A/V equipment will be available to OCCA only if not in use by the Jones Center on the date needed. Customers of the Scheduling Department will have priority use of the Jones Center A/V Equipment.

Security and Public Safety:

The Jones Center currently has CC TV surveillance for security purposes. If OCCA should desire to expand this system, The Jones Center would allow such an expansion at OCCA's cost. The Jones Center will have full time armed police officers on campus during all hours of operation.

Classroom furnishings:

The Jones Center currently has white boards, desks and tables located within the classroom space. These furnishings shall remain in the classroom for use by OCCA.

Housekeeping:

Housekeeping (Vacuum cleaning of floors, general cleaning of desktops, windows, etc. and wastebasket removal only) shall be provided by the Jones Center housekeeping staff. OCCA will be responsible for all cleaning associated with moving, semester startup, etc.)

Access:

During the life of this agreement, The Jones Center for Families will be open to the public from 8:00 AM to 9:00PM Monday through Friday. All OCCA faculty, staff and student body will have access during these hours. OCCA Students will have access to the library/computer center during hours of operation of the library and computer center. Access outside of the published hours shall be granted upon request.

Financial Considerations:

The Jones Trust offers the space described herein above for a period of **two (2) years** beginning **August 1, 2014** and ending **June 30, 2016** for an annual amount of **\$117,409.00** payable in monthly in the amount of **\$9,784.08**.

We look forward to the opportunity to discuss in more detail the specifics of this proposal.

Respectfully Submitted,
THE JONES TRUST



Mike Gilbert
C.O.O.

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

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Lessee(Tenant): Ozark College & Career Academy

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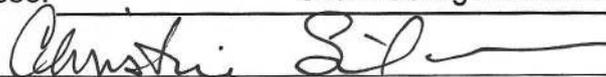
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Lessee: Ozark College & Career Academy

By:  Date 8/24/2013

Lessor: Jones Trust

By:  C. O. O. Date 8/26/2013

September 3, 2013

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start up grant process.

The foundation has already made a planning grant in the amount of \$30,000, based on the initial concept of the proposed charter school for Springdale, submitted by Christine Silano. As such, I feel confident that should the Ozark College and Career Academy be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start up grant in the potential amount of \$220,000 (the \$250,000 potential minus the planning portion of \$30,000).

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education