

FUTURE SCHOOL OF FORT SMITH

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

Future School of Fort Smith

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain in detail how personalized learning plans will be developed using appropriate assessment tools.

Applicant Response:

Each student will have a personal learning plan that addresses his/her interests and academic, career, and personal (including social-emotional) competencies, simultaneously aligning with the Common Core State Standards (CCSS), Arkansas Curriculum Frameworks and graduation requirements. At the beginning of a student's career at Future School, his/her learning team, led by an advisor from intake to graduation, assesses the student's current aptitudes, interests and mastery level of academic, career and personal objectives, through assessments such as the Myer's Briggs personality test, the NWEA subject-level MAP test and the College and Work Readiness Assessment (CCRA) designed by the Council for Financial Aid to Education. To support the development and implementation of personalized learning plans for Future School students, school leaders and advisors will receive support from educational partner, Big Picture Learning. (See attached document)

The learning team, including the student, advisor, parent and other instructors, utilize the assessment data and input from the student and parents to design the learning plan which includes a description of the learning opportunities students pursue, including projects, workshops, courses (face-to-face,

online and concurrent), internships, and lectures; a detailed specification of tasks to be accomplished; and a plan for documenting learning.

Responding to questions like ‘*What are my goals this semester? For the year? By graduation? After graduation?*’ and ‘*How can my core/elective coursework help me reach my goals?*’ the team helps the student set learning goals for the semester. With the end goals for the student in mind, the team designs a plan for the student to identify activities, resources, deadlines and partnerships needed to accomplish their goals. Assignments and objectives from all courses (core and electives) are integrated into the learning plan in addition to objectives and deliverables from the student’s internship project. To develop student portfolios, advisors consult with students on a weekly basis, parents and mentors provide feedback monthly and the learning team meets at the end of each semester to gauge and celebrate student progress, which is illustrated in semester grades on each student’s transcript. By integrating all the student’s learning activities, the learning plan allows the student to create a personalized plan for learning and value coursework as an opportunity to reinforce and develop relevant skills and understanding.

Students will build and own their learning plans, becoming responsible and accountable for their learning, personal growth and post-high school planning with the support of their advisors, parents, and mentors.

Students will monitor their progress towards academic and real-world learning goals through their personalized learning plan that culminates in a final student portfolio. Designed by the learning team (student, advisor, parents and mentor), the portfolio is a collection of student work that is updated and showcased each semester and during the final exhibition in 12th grade, complementing the student’s final transcript. The learning plan is also a tool that supports the implementation of students requiring an Individualized Education Plan (IEP). During the real-world lab time, advisors meet with students and members of learning team to evaluate progress and refine the plan on an on-going basis.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide newspaper clippings of the notices of public hearings that show the publication dates.

Applicant Response: See attached document.

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Identify what individual, job position(s), or entity(s) will have final decision making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

Applicant Response:

The Future School board of directors maintains final decision making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

In areas (1-3), the school principal (director), also serving the function of superintendent, makes initial decisions in regards to day-to-day school operations. The school principal will seek consultation from appropriate staff and faculty members whenever possible. To ensure a transparent system of checks and balances, the school principal will communicate monthly with the board of directors and present pressing decisions to the board where applicable.

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the phrase “not passing their AP exams” is used to mean not scoring high enough on Advanced Placement (AP) exams to receive college credit.

Applicant Response:

The phrase “not passing their AP exams” is used to mean not scoring high enough on Advanced Placement (AP) exams to receive college credit. The following is the original excerpt:

‘While schools are using AP and pre-AP courses as their primary means of college preparation, half of the students in these schools do not participate in AP National Board testing (51% at Northside High School, 48% at Southside High School). Of those who do participate, a significant number are not passing their AP exams and therefore receive no college credit (66% at Northside and 40% at Southside). All told, 83% of students at Northside and 71% of students at Southside are not receiving the benefit of college credit from the schools’ focus on AP and pre-AP courses.’

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Explain the inconsistency in using the same levels of mathematics, science and English language arts achievement as students in the local district as goals for the charter students when the district performance was provided to demonstrate the need for the charter.
- Discuss growth expectations for students performing below grade level who need accelerated instruction and growth to get on pace to graduate.
- Confirm that alternative assessments that will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response:

To clarify, Future School students will meet or exceed the state averages in mathematics, science and English language arts achievement. Students below grade level will be supported in multiple ways. Through the use of a personalized learning plan, which includes monitoring growth in real world performance indicators, students will be challenged and motivated to increase their below grade level performance. Through their internships and time with advisors, the amount of individualized time spent with meaningful adults will assure an increase in their achievement. As mentioned previously, the real world lab will be critical to the supportive role of the advisor for all academic deficiencies and difficulties. As well, the increased application of knowledge as documented in student portfolios will assure the increase of support to make sure growth is accelerated and sustained. Through an emphasis on personalization, including any intervention such as additional class time, tutoring outside of school, etc., Future School will meet the needs of any students with disabilities including the utilization of alternative assessments, modifications and accommodations.

Finally, our real world learning approach also focuses on other highly valued competencies that are often not addressed systematically in traditional high schools. These include work-based and workplace competencies, including social-emotional competencies, that are often seen as equally or more important than state and district performance indicators and will be included in student performance evaluations.

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Partially Responsive

Concerns and Additional Questions

- Provide an enumerated list of required courses for every grade level, including the 38 required courses for graduation and the required offering of the four AP courses.

Applicant Response:

In addition to addressing students' academic, real world and social competencies outside the traditional class structure, we also provide the 38 required courses for graduation including offering (4) AP courses.

1. Language Arts – 6 units
 - a. 4 units English
 - b. 1 unit oral communications or ½ unit oral communications and ½ unit of drama (embedded into English)
 - c. 1 unit journalism (other options approved by the department)
2. Science- 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)
 - a. 1 unit biology
 - b. 1 unit chemistry
 - c. 1 unit physics (other options as approved by the Department)
3. Mathematics- 6 units
 - a. 1 unit Algebra I
 - b. 1 unit geometry
 - c. 1 unit Algebra II
 - d. 1 unit pre-calculus mathematics to include trigonometry (other options as approved by the Department)
4. Foreign Languages – 2 units of the same language
5. Fine Arts- 3 ½ units
 - a. 1 unit art
 - b. 1 unit instrumental music
 - c. 1 unit vocal music
 - d. ½ unit survey of fine arts or an advanced art or an advanced music course
6. Computer Applications with emphasis on current applications – 1 unit
7. Social Studies – 4 units
 - a. 1 unit American history with emphasis on 20th Century America
 - b. 1 unit world history
 - c. ½ unit civics
 - d. ½ unit of Arkansas history if not taught in 7 or 8 grade (other options as approved by the Department)
8. Economics- ½ unit
9. Health & Safety Education & Physical Education- 1 ½ units
 - a. 1 unit physical education
 - b. ½ unit health and safety education
10. Career & Technical Education- 9 units of sequenced career and technical education courses (programs of study) representing (3) occupational areas.

11. Advanced Placement (AP courses) offered as needed.

Sample Course of Study (10-12th grades, students requiring 9th grade courses will earn credit on-line)

10 th Grade	Fall	Spring
Academic (4)		
Math	Geometry	
Science	Biology	
English	English I0	
Social Studies	World History	
Real-World Lab (1)	Office Management	Internship
Career Focus (1)	Computer Applications I	Computer Applications II
Total Credits = 6		

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

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

Remaining issues: It is not clear that the applicant understands that four AP courses must always be offered.

The applicant will have to replace Survey of Fine Arts as it is no longer an available.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Complete the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	
2017-2018	10,11	
2018-2019	10,11,12	
2019-2020	10,11,12	
2020-2021	10,11,12	

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	150
2017-2018	10,11	300
2018-2019	10,11,12	450
2019-2020	10,11,12	450
2020-2021	10,11,12	450

C8: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how the school will ensure that the curricula in all areas are aligned with Arkansas Curriculum Frameworks.

Applicant Response:

To ensure alignment with Arkansas Curriculum Frameworks, Future School instructors, under the guidance of the school principal, will utilize tools such as a digital portfolio system (e.g., Richer Picture: www.richerpicture.com) and a mastery tracking system (e.g., JumpRope: www.jumprope.com)

Richer Picture will allow the faculty to create electronic learning plans and archive project work in a way that allows us (and students) to see a clear arc of progress through projects. JumpRope would allow the faculty to align those projects to standards and State Frameworks and describe an arc of progress through standards toward graduation.

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions

- Explain who will counsel students in crisis.
- Explain who will handle health needs during emergencies.
- Revise the special education section to state that special education teachers will be licensed in special education as this federal and state requirement cannot be waived.
- Specify if 1:18 ratio is the overall special education teacher caseload or if it is the per period range, which cannot be waived (See Section 17 of Special Procedural Requirements and Program Standards at <https://arksped.k12.ar.us/PolicyAndRegulations/Sections1to30.html>).
- Explain how Gifted and Talented (G/T) students will be assessed given that no funds for a trained G/T professional are included in the budget.

Applicant Response:

Our collaborative approach to student services, utilizing existing services in our community, allows us to effectively and efficiently meet all students' needs. We are contracting with Perspectives Behavioral Health Management, LLC to provide all mental health care needs for our students. (See attached document) To handle emergencies, an emergency response plan will be developed and discussed annually as part of professional development and operational planning.

To revise the special education section of student services, we confirm that special education teachers will be licensed in special education, as this federal and state requirement cannot be waived. The following is the revised response:

‘Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of no more than 1:18 per caseload, no more than 6 students per class period. Future School will use certified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

Upon referral for G/T services, students will be assessed utilizing funds from the assessment budget.

C10: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the charter school shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in Section 7.02.2 of the Standards for Accreditation.

Applicant Response:

Future School confirms that Future School shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in Section 7.02.2 of the Standards for Accreditation.

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain under what circumstances the charter will exclude a student who has been expelled from another public school.
- Explain how the maximum number of students will be enrolled at the beginning of each school year if parents have until the beginning of May to enroll students selected in the lottery with each parent of a student on the waiting list who is then offered admission having 30 days to respond before the next person on the list can be contacted.
- Confirm that no response to the prompt about the weighted lottery means that no weighted lottery is required or explain why a weighted lottery is needed and provide the federal or administrative order.

Applicant Response:

In the case a new student has been expelled from a previous school, prior to the student's first day of class, Future School staff will develop a success plan with the Advisory council and the student's learning team to ensure the student successfully integrates into school culture of high expectations.

The maximum number of students will be enrolled each year. The school year starts in August and a lottery is held in April. Families have 30 days from notification to accept or reject the slot, so in early May, Future School will have received decisions from families who have a spot. The remaining slots will be offered one-by-one to each student on the waiting list until we have reached full enrollment. Waitlisted students will have 5 days to accept their slot. This will ensure ample time to notify students, offer slots to waitlisted students and provide outreach to more students if necessary.

Future School confirms that no weighted lottery is required.

C13: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Provide the number of years of experience that will be required for the School Office Director.
- Revise to state that special education teachers will be licensed in special education as this federal and state requirement cannot be waived.

Applicant Response:

We will seek highly qualified applicants and as noted on pages 32-33, the school office director should have 3-5 years of experience.

Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of no more than 1:18 per caseload, no more than 6 students per class period. Our target ratio is a 1:15 caseload. Future School will use certified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

C15: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;

- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Partially Responsive

Concerns and Additional Questions

- Describe in more detail the “unique partnership with the district.”
- Verify that the part-time business manager will be a contracted employee.
- Provide contact information of the funding partners and copies of existing agreements for additional funding.
- Provide documentation that the \$250,000 in start-up funding has been awarded.

Applicant Response:

As of this writing, Future School of Fort Smith and the Fort Smith Public School district are in discussions as to the nature of a partnership.

Future School verifies that the part-time business manager will be a contracted employee.

Documentation of start-up funding is attached.

Remaining issue: The letter that indicated financial support does not include a specific dollar amount while the donated financial support doubled from the initial budget (\$250,000) to the revised budget (\$500,000).

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

- A sound plan for annually auditing school’s financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is

not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

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

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

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

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

- The employees of the public school district where the charter school will be located;
- The sponsor of the charter school; and
- Employees, directors and/or administrators of the charter school

Fully Responsive

Concerns and Additional Questions

- Explain the discrepancy as the response to one part of this section indicates no site has been selected, but another part indicates a facility owner who is named on the signed Facility Utilization Agreement. The agreement includes the same address that is provided on page 2 of the application.
- Explain how students will be accommodated once the cap of 450 is met, given the facility discussed “accommodates 350 students.”
- Consider revising the budget to include building improvements, rather than specific items such as “windows.”

Applicant Response:

See new Facilities Utilization Agreement for 30,000sq ft property (attached)

Remaining issue: The budget states that \$250,000 will be spent to renovate church property where the school will be located.

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

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

Partially Responsive

Concerns and Additional Questions

- Confirm that the school will apply for the Federal National School Lunch Program.
- Confirm an understanding that a school cannot require students to purchase a meal plan in order to participate in the Federal National School Lunch Program.
- Explain in detail how students will be served with multiple vendors.
- Explain in detail how reimbursable meals will be counted at each point of service, given that only one person will be overseeing nutritional services.
- Explain how students will be fed reimbursable meals during internships.

Applicant Response:

Future School will apply for the Federal National School Lunch Program. Future School understands that we cannot require students to purchase a meal plan in order to participate in the Federal National School Lunch Program. Future School's lunch vendor will meet all federal guidelines to participate in the program in providing a nutritious lunch to students who qualify. The nutrition director will count each reimbursable meal at the only point of service on the school campus. The lunch will meet National School Lunch Program requirements for reimbursable meals. Meals will be served at the Future School location.

Remaining issue: The applicant needs to confirm that the charter will follow federal and state procurement regulations when obtaining a food service management company.

C21: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how the school intends to verify and maintain a unitary system of desegregated public schools.
- Provide data to support your claims.

Applicant Response:

Future School will also review the desegregation status of the surrounding districts, as necessary. Future School will ensure that all of our admission processes (including the use a random, anonymous lottery and a waiting list if necessary) are race-neutral, and that will monitor such processes regularly to ensure legal compliance.

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C24: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Other:

- Explain in detail how the grading scale will incorporate the state assessment.
- Explain if and how background checks will be conducted for community members involved in internships

Applicant Response:

State assessment will be used as a major data piece in the review of the student's personalized learning plan. If adequate progress were not made, a specialized section of the plan would focus on additional intensive remediation services, which would be incorporated into the learning plan. With multiple avenues to demonstrate mastery in academics, college, career preparation and social development, Future School students will be awarded a grade to demonstrate achievement in all areas.

Background checks, in accordance with state laws, will be conducted on all faculty and community internship partners.

Remaining issues: It is not clear on how the state assessment will be incorporated into the grading scale and withdrew waivers that relate to the grading scale.

The applicant states that background checks will be done in accordance with state laws; however; there are no state laws that pertain to background checks for community internship partners.

2016-2017
Public Charter School Application
Personnel Salary Schedule

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

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

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

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

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

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

English Language Learner Program:

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

Guidance Services:

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

Health Services:

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

Media Services:

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

Fiscal Services:

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

Maintenance and Operation:

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

Pupil Transportation:

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

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

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

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

112	TOTAL EXPENDITURES FOR SALARIES:		\$598,000.00		\$1,173,900.00
-----	---	--	--------------	--	----------------

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>150</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$996,900.00</u>	
2	No. of Students <u>150</u> x <u>\$26.00</u> Professional Development	<u>\$3,900.00</u>	
3	No. of Students <u>105</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$108,465.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2017-2018		
6	No. of Students <u>300</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,993,800.00</u>
7	No. of Students <u>300</u> x <u>\$26.00</u> Professional Development		<u>\$7,800.00</u>
8	No. of Students <u>210</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$216,930.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$1,109,265.00</u></u>	<u><u>\$2,218,530.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Start Up Funding _____	<u>\$500,000.00</u>	
16	Total Other Sources of Revenues:	<u><u>\$500,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,609,265.00</u></u>	<u><u>\$2,218,530.00</u></u>

EXPENDITURES

Administration:

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

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

Alternative Education Program/ Alternative Learning Environments:

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

English Language Learner Program:

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

Guidance Services:

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

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

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

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

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

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Data Processing:		
200	Salaries and Benefits	\$52,000.00	\$54,600.00
	Purchased Services - List Vendors Below		
201	V - DP1 _____		
202	V - DP2 _____		
203	V - DP3 _____		
204	V - DP4 _____		
205	V - DP5 _____		
206	Supplies and Materials	\$4,500.00	\$9,000.00
207	Equipment		
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:	<u>\$56,500.00</u>	<u>\$63,600.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 Substitute Services	\$5,250.00	\$10,500.00
216	V - SB2 _____		
217	V - SB3 _____		
218	V - SB4 _____		
219	V - SB5 _____		
220	Total Substitute Personnel:	<u>\$5,250.00</u>	<u>\$10,500.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$48,000.00	\$48,000.00
	Facility Upgrades - List Upgrades Below		
222	_____		
223	Building Renovations	\$250,000.00	
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	\$10,000.00	\$10,000.00
230	Content Insurance for One Full Year	\$10,000.00	\$10,000.00
231	Total Facilities:	<u>\$318,000.00</u>	<u>\$68,000.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	<u>_____</u>	<u>_____</u>

Other Expenditures:

List Other Expenditures Below

235	_____	_____	_____
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u>\$1,469,950.00</u>	<u>\$2,122,600.00</u>

242	Net Revenue over Expenditures:	<u>\$139,315.00</u>	<u>\$95,930.00</u>
-----	---------------------------------------	---------------------	--------------------

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

Attachment 1: Educational Partner Letter

September 8, 2015

Arkansas Department of Education
Charter Authorizing Panel
4 Capitol Mall #26
Little Rock, Arkansas
72201

Charter Authorizing Panel:

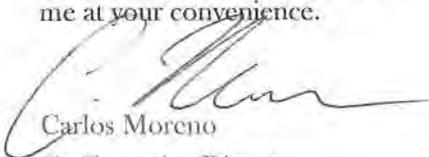
This letter is to demonstrate our organizations' support for the Future's School application. We have reviewed the application, and we find the education program fully in line with the modern learning approaches and techniques that have worked so successfully to meet today's education needs in our experience. We are proud to partner with the founding team of the Future School as they work to provide a different kind of educational opportunity for the students and families of Fort Smith. Big Picture Learning is pleased to share our extensive expertise and experience creating curriculum and schools built around real-world, interest-based learning opportunities for students in partnership with the board, staff, parents, and students of Future School to implement this new school design.

Our organization, Big Picture Learning (www.bigpicture.org) has supported the development of over 200 public schools in the U.S. and abroad. Our 'One student at a time' philosophy puts students in the driver's seat of their education and has been recognized as an innovative approach to public education since 1995. Through internships, an intensive advising program and personalized learning plans for each student, we help school communities design and sustain a student-centered approach to learning.

We have already begun our work to help the founders of the Future School of Fort Smith design various components of their student-centered educational approach. Upon approval of the Future School charter, our Big Picture Learning (BPL) team will assist the school leadership team by providing specific technical assistance and support services, which include:

- School, Program, and Curriculum Designs: Program development (e.g., daily schedule, organization of advisories, integration of LTI - Learning through Internship), and curriculum development (e.g., standards alignment, instructional strategies, and assessment).
- Principal Training/Coaching. BPL will provide education, training, and support services for Future School of Fort Smith school leaders through weekly/monthly correspondence, on-site training and annual conferences.
- Staff Training/Coaching. BPL will provide education, training, and support services for Future School of Fort Smith BPL school advisors and staff through weekly/monthly correspondence, on-site training and annual conferences.

Please use this as an official letter of support, with a formal Memorandum of Understanding to be completed once the school's application is approved. If you need any additional information or have questions, please do not hesitate to contact me at your convenience.



Carlos Moreno
Co-Executive Director

Governor: I Can End Test Contract

Crews Hunt For Missing Man

TIMES RECORD STAFF

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

Sebastian County Emergency Management Director Jeff Turner said the county's Search and Rescue Unit, along with other local authorities are looking for William Darrell Buchanan of Fort Smith, who was reported missing June 16.

Buchanan is described as a white male with black hair and brown eyes in his early 50s, possibly 51, Turner said. He is about 5 feet, 11 inches tall and weighs about 180 pounds.

He was last seen walking in the Fianna Hills area, Turner said. Turner said crews are searching the wooded areas near Fianna Hills and the surrounding areas between Arkansas 253 and U.S. 271.

Turner said it was unsure if the man has a history of mental illness or is in need of medication.

A missing persons report was filed with the Fort Smith Police Department, he said, adding he encouraged those with any knowledge about Buchanan to call the police at 709-5116.

Turner said they've done what they can to help those that made a difference every day that lost their life in that tragedy," he said.

Hutchinson said the demonstrations of faith by South Carolinians in a difficult time have been an example for the nation.

"I just hope Arkansas never has such a tragedy that happens here, but I think we've learned a lot from how South Carolina has handled it in terms of forgiveness, in terms of unity, in terms of working together in the community," he said.

Hutchinson was on a European economic-development mission when the shooting occurred. On Sunday night, he attended a vigil in North Little Rock for the shooting victims.

"I think what we've got to concentrate on is not the politics of those decisions now, but as we remembered yesterday at the Bethel AME Church, we really remembered the nine families and really celebrated the lives of those that made

By John Lyon
ARKANSAS NEWS BUREAU
LYON@ARKANSASNEWS.COM

LITTLE ROCK — Gov. Asa Hutchinson said Monday he is directing the state Education Department to withdraw from the Partnership for Assessment of Readiness for College and Careers despite a recent vote by the state Board of Education to renew the state's commitment to PARCC.

In a letter to Education Commissioner Johnny Key, Hutchinson said that under the state's memorandum of understanding with PARCC, if the governor is succeeded by another person, the successor "shall affirm in writing to the governor's board chair the state's continued commitment to participate in the consortium and to the binding commitments made by that official's predecessor within five

months of office."

Hutchinson took office Jan. 13, succeeding Mike Beebe, who was prevented by term limits from seeking a third term.

"Since I took office, there has been no action by the governor or the commissioner of education to reaffirm the state's continued commitment and participation in the PARCC consortium," Hutchinson said Monday in his letter. "On the contrary, I have publicly expressed my support for withdrawing from PARCC."

For the first time this spring, Arkansas schools administered standardized tests developed by PARCC and aligned with the Common Core State Standards.



Hutchinson

During this year's legislative session, the House approved a bill by Rep. Mark Lowery, R-Maumelle, to withdraw from PARCC, but the Senate amended the bill, which became law, so that it only prohibited the state from contracting with PARCC for more than a year at a time.

Earlier this month, a task force created by Hutchinson to review Common Core and PARCC recommended that the state not renew its contract with PARCC, which expires June 30, and that it instead seek a contract to administer ACT Aspire tests. Among other things, the task force said ACT Aspire tests can be completed in about half the time that students need to complete the PARCC tests.

The task force has not yet made a recommendation on whether the state should keep Common Core.

Hutchinson accepted the task force's recommendation and asked the Education Board to end the PARCC contract, but on June 11 the board voted 7-1 to renew the contract, rejecting the governor's request. The decision requires legislative approval.

The governor said Monday in his letter, "Based on actions during the regular session, it is clear that legislators want to move away from PARCC."

It should also be noted that the number of other states participating in PARCC has dropped substantially, a trend that could make the prospect of cross-state comparability difficult in the future."

Since 2010, the number of states in the PARCC consortium has dwindled from 26 to 12.

Hutchinson acknowledged that the decision as to what should replace PARCC is not his alone to make.

"In my judgment, ACT and ACT Aspire are the right assessment tools to accomplish the goal of national comparison of student achievement and long-term stability," he said in the letter to Key. "I recognize the role of the state Board of Education in assessment selection and that certain steps are required to make a change. Please coordinate with the state Board of Education to select a new assessment provider."

Jay Barth, who was among the Education Board members who voted to renew the contract with PARCC, said Monday he had not read the language Hutchinson cited from the memorandum of understanding and had not previously been aware of the memorandum. Barth said he would need to look into the matter before commenting.

INDUCTEES: First Group Honored Formed After Faubus Closed High Schools

CONTINUED FROM PAGE 1A

Hattie Caraway, the first woman elected to the U.S. Senate.

Hester Davis, a leader in the development of cultural resources management legislation and programs who blazed a trail for women in archaeology.

Roberta Fulbright, a former publisher of the Northwest Arkansas Times who championed the University of Arkansas, fought corruption and advocated for women's equality.

The first organization to be inducted is:

Women's Emergency Committee to Open Our Schools, or WEC, which

was formed in Little Rock in 1958 in response to Gov. Orval Faubus' closing of the city's four public high schools to prevent further desegregation.

A selection committee chose the inductees from 73 nominations submitted by the public. The inductees will be honored in an Aug. 27 ceremony at the Statehouse Convention Center in Little Rock. Ticket information and information about the inductees are available at www.arwomenshalloffame.com.

"It certainly is long overdue that we recognize the extraordinary history of women in Arkansas' history,

its leadership and its problem solving," Hutchinson said during Monday's news conference.

"Whether you look at the incredible history of women in Arkansas from the political arena of Hattie Caraway, our first woman elected in her own right in the United States Senate, to Daisy Bates, the civil rights leader, our entire history of Arkansas is filled with extraordinary women who have provided leadership," he said.

Nan Snow of Little Rock, board president of the Women's Hall of Fame, said the inductees "have made a major impact on the lives

of others and helped elevate the status of women in our state, the nation and, in some cases, around the world."

The organization intends to induct a new group each year. Information about the first inductees will be included in a traveling exhibit, but eventually the organization hopes to establish a fixed location, Snow said.

Snow told reporters Clinton was chosen "on her merit" and not because of her presidential bid. She said Clinton and the other living inductees have been invited to the ceremony but said she had not heard whether

Clinton would attend.

The Women's Hall of Fame began as a partnership between the North Little Rock Chamber of Commerce and Arkansas Business Publishing Group of Little Rock. Terry Hartwick, the chamber's president and CEO, said he got the idea after noticing that Arkansas Business Hall of Fame includes mostly men.

Hartwick said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"



CHAD HUNTER • TIMES RECORD

Fort Smith School Board member David Hunton votes on an issue Monday night during a board meeting.

COTTON: Hutchinson Says Confederate Flag 'Part Of History'

CONTINUED FROM PAGE 1A

He also said, "The CofCC is hardly responsible for the actions of this deranged individual merely because he gleaned accurate information from our website."

On Monday, South Carolina Gov. Nikki Haley called for removal of the Confederate flag, a symbol that Roof has posed with in several photos, from that state's Capitol. The flag's removal would require an act of the South Carolina Legislature.

Hutchinson was asked Monday about his thoughts on the Confederate flag and Arkansas' state flag, which includes a star over the word "Arkansas" that is meant to represent the Confederacy, according to the secretary of state's website.

"It's part of history," Hutchinson said. "It should not be utilized as a symbol for current events. It is history, and obviously we understand that history more deeply in the South than anywhere else."

Hutchinson was on a European economic-development mission when the shooting occurred. On Sunday night, he attended a vigil in North Little Rock for the shooting victims.

"I think what we've got to concentrate on is not the politics of those decisions now, but as we remembered yesterday at the Bethel AME Church, we really remembered the nine families and really celebrated the lives of those that made

a difference every day that lost their life in that tragedy," he said.

Hutchinson said the demonstrations of faith by South Carolinians in a difficult time have been an example for the nation.

"I just hope Arkansas never has such a tragedy that happens here, but I think we've learned a lot from how South Carolina has handled it in terms of forgiveness, in terms of unity, in terms of working together in the community," he said.

PROPOSAL: Board Drafts Nonschool Facility Use Policy

CONTINUED FROM PAGE 1A

The school board backed off that plan in 2014 following opposition from a group of local businessmen, in addition to a third-party study that predicts Fort Smith schools likely will see little enrollment growth over the next decade.

Led by First National Bank of Fort Smith President Sam Sicard, the group cited concerns of additional costs and "the further division of our community" in a letter to the superintendent. The group's suggested alternative was "expansion and reinvestment in our two existing high schools."

"I guess the push-back we had from certain members of the community put the potential high school on the back burner," Wade said. "But if we do that on a permanent basis, we've got to do something with our existing facilities."

Wade referred to the latest proposal as a "large group of projects that are going to cost significant sums of money."

"In this case if we're going to follow the lead of some of these members of this community to try to expand existing facilities," he said, "we're going to have to have significant financial help from the community by way of a millage increase."

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

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

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

YARD ART: Owner Built Life-Sized Duck Hunter For Client

CONTINUED FROM PAGE 1A

Large pottery planters are also available, and Brett designs customized pieces for clients like a

recent one of a life-sized duck hunter with ducks.

The Footes, who have been in the metal art business for about 20

years, formerly had a business in Hot Springs called Desert Edge Imports and are in the process of setting up an-

other outlet in Ocala, Fla.

Yard Art is located at 6618 U.S. 271 South near Chaser's Bar in Fort Smith.

ARKANSAS GLASS & MIRROR CO.

Your source for residential windows, framed & cut mirrors, all-glass shower enclosures, and all your other glass needs!

Monday - Friday 8am - 5pm • Saturday - 8am - Noon
1316 S. Zero • 646-4300
(Across from Atwoods)

Wood Chiropractic

For Improved Vitality, restored mobility and overall good health!

9000 Rogers Ave, Ste A.
479-646-0294

Central Sewing Center

Receive \$10 Off
General Service on Any Machine
(with this ad)

Located Across from Dillards Underground Parking
1401 S. Waldron Rd., Ste 104 • 479-452-3256
Email: fortsmith@sewtown.com

NOTICE OF PUBLIC HEARING-OPEN TO THE PUBLIC

Future School invites high school students, parents, educators and community members to a series of community conversations this summer to discuss our plans to submit an application for an open enrollment public charter high school in Fort Smith. This will be an opportunity to meet with others in our community to share ideas about innovation in education for high school students in Fort Smith.

RSVP & Info: Trish Flanagan @ trish@fsfuture.org
Place: Elm Grove Community Center
Dates: July 9, 16, 28
Time: 6-7:30pm
*Refreshments will be provided

.....
Escuela Futura se invite a los alumnos secundarios, los padres, los profesores y miembros de la comunidad a una serie de conversaciones este verano para discutir nuestra aplicación de escuela secundaria publica. Este es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadores de educación secundaria en Fort Smith.

RSVP y Info: Trish Flanagan @ trish@fsfuture.org
Lugar: Elm Grove Community Center
Fechas: July 9, 16, 28
Tiempo: 6-7:30pm
*Refrigerios se proveerán

Alegria

Comfort Shoes
With Personality and Brightness

This is what Happy looks like

RIK'S SHOES

Downtown 704 Garrison
Waldron Sq. 5302 Rogers

BANK CARDS WELCOME | LAY-A-WAY AVAILABLE

www.riksshoes.com



August 31, 2015

Arkansas Department of Education
4 Capitol Mall, #26
Little Rock, AR 72201

Ms. Flanagan,

Enjoyed our meeting on August 21, 2015, it was exciting to hear about the possible new and upcoming opportunities for students in the Fort Smith area.

As discussed, Perspectives Behavioral Health Management, LLC, is looking forward to building a partnership with Future School to provide school based mental health services. We are energized about be a part of this new conceptualized learning environment. We feel it will have a positive impact on the Fort Smith community.

Regards,

A handwritten signature in black ink that reads "Adam W. Baker". The signature is written in a cursive style and is placed on a light blue rectangular background.

Adam W. Baker
Chief Executive Officer

August 4, 2015

Johnny Key
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Johnny,

I am writing on behalf of the Future School charter, which has a charter petition to establish a school in Fort Smith that will be addressed by the Charter Authorizing Panel on October 15. This proposed school in my view is unique in that it has strong business support, as well as partnering with the traditional school district to provide opportunities for all kids in Fort Smith.

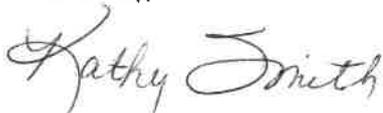
A specific initiative within the foundation's strategy for what we call our "Home Region" is to assist area industries to attract and retain quality associates. A significant portion of this initiative is having quality educational options for families in the region.

While we in Northwest Arkansas have been blessed with excellent traditional district schools, we feel that more comprehensive school districts sometimes struggle to serve families that want a smaller setting or different options. To their credit, the traditional district also feels this way and is willing to partner to create additional options for students, even if they aren't being directly served by the district schools. This was a model that was envisioned when the charter school law was passed in 1995.

Many families in the Fort Smith area are excited about the possibility of Future School becoming an option in the area, and we join them in supporting the school's application.

Please don't hesitate to contact me if you have any questions.

Sincerely,



Kathy Smith
Senior Program Officer – Arkansas Education



Mr. Johnny Key
Commissioner
Arkansas Department of Education

Dear Mr. Key ,

I am writing to confirm that I will support Future School of Fort Smith if the financial needs arise and are requested by the Board of Directors of Future School. I am confident between start-up grants, federal grants, fundraising, and my commitment that Future School finances will be sustainable for the long term.

Please let me know of any questions that I may be of assistance.

Kindest Regards,

A handwritten signature in black ink, appearing to read "Steve Clark", is written over a horizontal line. The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Steve Clark

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

Lessor(Owner): Faith Assembly of God Church

Lessee(Tenant): Future School of Fort Smith

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The facility is used on Sundays for church service and on one Tuesday each month for a luncheon.

Address of Premises: 5001 North O Street Fort Smith, Arkansas 72904

Square Footage: 30,000 sq ft

Terms of Lease: July 1, 2016-July 1, 2018

Rental Amount: \$2,000/month

Contingency: The terms of this agreement are contingent upon

Future School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Future School of Fort Smith

By: Future School By Irish Flanagan Date 9/9/15

Lessor: Faith Assembly of God Church

By: Faith Ass by Pastor Cary Moore Date 9-9-15

Please see following page for additional contingencies.

Additional Contingencies

Facilities usage agreement (attached document) is additionally contingent upon approval of a lease agreement by Faith Assembly of God Church board of directors and the church body and the Future School of Fort Smith board of directors. Under the lease agreement, (1) Faith Assembly of God Church will retain the right to have church services on the property on Sundays and third Tuesday of every month, and (2) Future School will be responsible for all maintenance and repair of the leased property and for all utilities by the leased property.

Lessee: Future School of Fort Smith Date: 9/9/15
Lessor: with approval of Faith Assembly of God Church Date: 9-9-15



September 8, 2015

Arkansas Department of Education
Arkansas State Board of Education
501 Capitol Mall
Little Rock, AR 72201

To the Arkansas Department of Education:

I am in my tenth year of service as the Chancellor of the University of Arkansas - Fort Smith and I am writing this letter in support of the new high school educational initiative in Fort Smith called Future School. The University of Arkansas - Fort Smith sees great potential in new approaches to teaching and learning, particularly one like Future School which capitalizes on real world learning and internships.

Where UAFS can really lend support to the students of Future School will be in the dual credit area where students can simultaneously earn high school and college credit for a course and exit high school with a high school diploma and a university transcript that is transferable to whatever college or university a student might choose to attend. As a student at UAFS, a Future School student will have access to our expanded library, cultural opportunities on campus and in the community, and state of the art learning opportunities that feature our highly skilled and specialized faculty and our high tech learning environments.

Cities with options for student learning in high school create opportunity for success that can accommodate varied learning styles and subject interests. The Future School can add value to an already established quality learning environment that the Fort Smith Schools provide every day. I look forward to the Arkansas Department of Education considering this proposal favorably.

Collegially,

A handwritten signature in black ink, appearing to read "Paul B. Beran", written over a horizontal line.

Paul B. Beran, Ph.D.
Chancellor

ch



August 2, 2015

Arkansas Department of Education
Arkansas State Board of Education
401 Capitol Mall
Little Rock, AR 72201

Charter School Review Committee:

I am an Arkansas native with rather a unique experience on web and mobile technology projects for multiple Fortune 100 brands over the last 20 years at Tyson Foods, Rockfish Digital, and Propak Logistics. I fully support the initiatives and the approach that the Future School is taking in bringing real world, modern, and relevant technology education to high school classrooms and hope this model can be replicated in schools across the state to improve the caliber and quality of technology talent in the state which is necessary to sustain technology jobs in the state. In our hiring process technology education alone does not result in a successful hire so we look for relevant real world experience primarily from internships or technology hobbies. As a personal note my internship at Tyson Foods was invaluable – as other students were learning the absolute basics of code, I was developing the Tyson Intranet website for 14,000+ users.

I view Northwest Arkansas and the River Valley as a greenfield opportunity. We have severe gaps in available relevant technology talent, knowledge, process & tools that exist in high tech areas of the country. Personally I view this as the single largest economic roadblock in NWA and the River Valley but I am also encouraged with progress on this front, specifically by targeting web, mobile, robotics, and “internet of things” technology in high school education.

I believe that technology education in high school is the first building block to transition the River Valley and NWA into the “digital economy”. I will provide any and all resources at my disposal to make this initiative successful including:

- Provide internship opportunities, projects, mentorship, and workspace
- Advise on technology content needed for high school graduates to be employable and have relevant experience coupled with knowledge
- Assist in the hiring process of technology teachers, as well as ongoing advise & mentorship to ensure that changes in the marketplace are reflected in the classroom

I will be available for any questions or further commentary on topics addressed in this letter. I applaud you for consideration and participation in necessary steps to “put this region on the map” technologically.

Regards,


Kent M. Watson
Vice President Propak Logistics, Inc.

We'll take it from here.sm

P.O. Box 11708 Fort Smith, AR 72917 Office 479.478.7800 Fax 479.478.0386

propak.com



P.O. Box 10048 (72917-0048)
3801 Old Greenwood Road
Fort Smith, AR 72903
479.785.6000
arcb.com

Judy R. McReynolds
President & Chief Executive Officer
p: 479.785.6281
f: 479.785.6124
jrmcreynolds@arcb.com

September 3, 2015

Arkansas Department of Education
Arkansas State Board of Education
4 Capitol Mall #26
Little Rock, AR 72201

Dear Sir or Madame:

On behalf of ArcBest Corporation, I would like to offer my support for The Future School of Fort Smith. As a member of the Fort Smith Regional Council and corporate supporter of the Fort Smith Regional Chamber of Commerce, economic development is an important goal; bringing new jobs and retaining existing jobs in our region.

In April, 2015, ArcBest Corporation broke ground for construction of its new corporate headquarters at Chaffee Crossing in Fort Smith in support of our plan to create 975 additional jobs in Fort Smith through 2021. We believe this region possesses a great pool of talent, and we look forward to having these exceptional employees build a career with us. With these plans to grow the company's local workforce, educational options for our local students are extremely important.

ArcBest Corporation is a proud supporter of the Fort Smith Public School district, partnering with local schools in Partners in Education and supporting various other annual events and functions, and will continue to partner with them in the future, as well as support The Future School of Fort Smith and its unique learning environment.

Together, Fort Smith will remain competitive in the 21st century.

Sincerely,

A handwritten signature in black ink, appearing to read "Judy R. McReynolds", written in a cursive style.

Judy R. McReynolds



**BOYS & GIRLS CLUBS
OF AMERICA**

FORT SMITH BOYS & GIRLS CLUBS

Administrative Office • 4905 North O Street • Fort Smith, Arkansas 72904 • (479) 782-7093 • www.fsbgc.org

OFFICERS

Linda Schmidt
President

Bennie Westphal
*1st Vice President
& Treasurer*

Bill Hanna
2nd Vice President

Hugh Maurras
Secretary

BOARD OF DIRECTORS

THREE YEAR TERM

Dr. R. Cole Goodman
Bill Hanna
Billy Higgins
Roger Meek Jr.
Janice Powell
Joe D. Powers
Okla Ben Smith
Bennie Westphal
Robert A. Young, III

TWO YEAR TERM

Lyn Caselman
Carl D. Corley
Dallas Forsgren
Jim Harwood
George McGill
Buddy McMahon
John Smith, Jr.
James Wagone
Chris Whitt

ONE YEAR TERM

Bill Cooper
A. Curtis Goldtrap, Jr.
Andre Good
Jerry Kerwin
Hugh Maurras
John McFarland
Robert E. Miller
Linda Schmidt
Sam T. Sircard

EXECUTIVE DIRECTOR

Jerry Glidewell

FOUNDATION TRUSTEES

Sam T. Sircard
Joe Powers
Robert E. Miller

HONORARY LIFE MEMBERS

Jim Alexander, Jr.
Bob Mendenhall

FACILITIES

JEFFREY UNIT
4905 North O Street
782-8126

EVANS UNIT
6015 Boys Club Lane
646-9519

STEPHENS UNIT
3101 North 6th Street
782-6392

GOLDTRAP UNIT
8800 South Dallas
452-5779

HUNTS PARK
3000 Dodson Avenue

September 4, 2015

TO: Arkansas Department of Education

RE: Charter School in Fort Smith, Arkansas

Please consider the approval of a Charter School in Fort Smith, Arkansas. Having worked in the Boys & Girls Clubs movement for the past 36 years, I realize the importance and power of education.

A Charter School in our community will help reach young people who are in need of project based learning, personalized learning plans, and increased mentoring. Having a choice in real world learning will help students become more successful in their career endeavors.

The Fort Smith Boys & Girls Clubs is willing to partner with the proposed Charter School in an effort to share space, resources and opportunities. Our organization has four Club sites and 95 acres of property. We serve 3,200 registered members (boys and girls ages 6-18). More than 400 volunteers help mentor, coach and support the Club.

Our mission is to help young people from all backgrounds, develop qualities needed to become responsible adults and leaders. To better fulfill this mission, we partner with several local agencies, including: Girl Scouts, Special Olympics, Fort Smith Public Schools, River Valley Regional Food Bank, University of Arkansas Fort Smith, etc.

We are excited to see potential for a Charter School in our community and strongly urge your endorsement.

Sincerely,

Jerry Glidewell
Executive Director
Fort Smith Boys & Girls Clubs

CELEBRATING

87

years of service

GREAT FUTURES START HERE.



United Way of Fort Smith Area

Attachment 12: Additional Letters of Support

Name	Title	Affiliation
Tim Allen	President, Fort Smith Chamber of Commerce	Community Organization
Sam Sicard	President, First National Bank	Community Organization
Jackie Flake	Pastor, Community Bible Church	Community Member
Jake Files	State Senator	Community Member
Jim Walcott	President, Williams, Weldon and Lick	Internship Partner
Jeremy Schreckhise	Vice President of Information Technology, Arkansas Oklahoma Gas	Internship Partner
Ron Tucker	CEO & President, Baldor Electric Company	Community Organization
Dr. Carol Reeves	Associate Vice Provost of Entrepreneurship, University of Arkansas	Community Organization
Conley Bone	Vice President, Newroads Telecom	Community Organization
Dr. Kerrie Tauber	Assistant Professor, University of Arkansas at Fort Smith	Internship Partner
Susan Mayes-Smith	Retired principal, TMCC High School	Advisor
Eric Wilson	CEO, Noble Impact	Community Organization
Talicia Richardson	Self-employed; education & business management	Internship Partner
Trish Richardson	Director of Upward Bound, UAFS	Community Organization
Rick Goins	Director of Alumni Affairs, UAFS	Internship Partner
Sarah Daigle	CEO & Team, Currant Technology Group	Internship Partner
Jessica Hayes	Director, Montessori of Fort Smith	Internship Partner
Alex Thomas	Director of Enrollment, Clinton School of Public Service	Community Member
Hollye Dickinson	Annual Giving Manager, Mercy Health Foundation	Community Member
Patti Grasso	Administrative Assistant, Propak Logistics	Community Member
Mike Barr	President, Weatherbarr Windows & Doors	Community Member
Suzy Smith	Owner, Beland Manor	Community Member
Keley Simpson	Missions Facilitator, First Presbyterian	Community Member
Monica Waltman	Community volunteer	Community Member

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Future School of Fort Smith Waivers Requested in Original Application 2015 Open-Enrollment Application

1. School Board

ARK. CODE ANN. § 6-13-601 et seq. District Board of Directors

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

Future School seeks exemption from these portions of the Education Code in order to govern the Future School board as planned in this charter. Future School believes these sections are only to school districts and seeks to ensure no confusion regarding the governance structure and bylaws of the Future School board. The waivers requested under the Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. § 6-13-629.

Legal Comments: Applicant should clarify what specific sections/subsections it is seeking and rationale should be provided to explain how this waiver will help the Applicant meet its goals. ADE Legal Services does not have information to provide additional guidance on necessary waivers.

Applicant Response: *Future School requests waivers of Ark. Code Ann. Sections 6-13-608, 6-13-613, 6-13-616, 6-13-619 (a)(1), (c) and (d), 6-13-621, 6-13-628, 6-13-630, 6-13-631, 6-13-632, 6-13-634, and 6-13-635, as well as 6-14-101 et seq. Future School seeks the waivers of these sections to have the flexibility to form a governing body that is unique to its situation, and named sections are generally only applicable to school districts.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

2. Grading Scale

ARK. CODE ANN. § 6-15-902(a) Grading Scale

ADE Rules Governing Uniform Grading Scale

Future School seeks exemption from this portion of the Education Code to allow for a more holistic grading system which includes state mandated assessments, college readiness exams and a comprehensive student portfolio based on student work in Real-World Lab. Academic progress is further assessed once a year through the ACT and Aspire assessments to determine college readiness and is assessed annually through state mandated assessment or the next generation of assessment.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals, in addition to, clarification of the assessment process, timing, etc. that it

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

will implement.

Applicant Response: Future School no longer seeks this waiver.

Remaining Issues: None

3. Teacher Licensure

ARK. CODE ANN. § 6-15-1004 Qualified teacher in every classroom

ARK. CODE ANN. § 6-17-301 concerning Employment of certified personnel

ARK. CODE ANN. § 6-17-302 concerning Principals' responsibility

ARK. CODE ANN. § 6-17-209 concerning Certification to teach particular grade or subject matter

ARK. CODE ANN. § 6-17-401 concerning Teacher licensure requirement

ARK. CODE ANN. § 6-17-902 concerning Definition of teacher

ARK. CODE ANN. § 6-17-919 concerning Warrants void without valid teaching license

ADE Rules Governing Educator Licensure

Standards of Accreditation 15.02 and 15.03

Future School seeks an exemption from these portions of the Education Code. While Future School will ensure that all teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is imperative for success that Future School have flexibility to hire teachers and administrators who are most qualified and best positioned to implement the unique programmatic plan. Our plan is built on the model we believe best prepares students for success in college and career. Future School will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment.

Legal Comments: None

Remaining Issues: None

4. Business Manager

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

Future School seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

qualifications established by rule of the Department of Education. Future School will hire or contract with a qualified general business manager who is able to address the specific needs of the school.

Legal Comments: In order to effectuate this waiver, the Applicant should also request a waiver of the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts.

Applicant Response: *Future School wishes to amend this waiver request to include those Rules.*

Remaining Issues: None

5. Flag

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

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

Future School seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds to display the U.S. and Arkansas flags.

Legal Comments: Applicant should clarify why this waiver is needed (i.e., why a flagstaff cannot be erected or why alternate placement is not possible).

Applicant Response: *Future School seeks this waiver to minimize the changes made to property, which is being leased by a landlord. Future School plans to display the flag, if allowed by landlord, as provided for by law. Alternatively, Future School will display the flag in a prominent area within the building.*

Remaining Issues: None

6. Planning Period

ARK. CODE ANN. § 6-17-114 Daily Planning Period

Future School seeks exemption from this portion of the Education Code because Future School's unique schedule requires flexibility to adapt teacher schedules to match the internship requirements and adjusted instructional time. Teachers will actually have increased planning time during a week at Future School where we emphasize the importance of preparation and planning, but not necessarily daily.

Legal Comments: None

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

7. Teacher Duty

ARK. CODE ANN. § 6-17-111 Duty Free Lunch

ARK. CODE ANN. § 6-17-117 Non-Instructional Duties

Future School seeks exemption from this portion of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. Future School offers of employment will be made while notifying potential hires of this exemption and potential expectations.

Legal Comments: None

Remaining Issues: None

8. Personnel

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

ARK. CODE ANN. § 6-17-203 Committee on Personnel Policies - Members

Future School seeks exemption from this portion of the Education.

ARK. CODE ANN. § 6-17-2301 et seq. Classified School Employee Personnel Policy Law

Future School seeks exemption from this portion of the Education Code. Future School will develop human resources policies and procedures that are best suited to serve our unique programmatic model, including, but not limited to the following: terms and conditions of employment; salary schedule; fringe benefits; and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

ARK. CODE ANN. § 6-17-201(c)(2) Classified employee compensation

ARK. CODE ANN. § 6-17-2203 Classified employees minimum salary act

ARK. CODE ANN. § 6-17-2403 Teacher compensation program of 2003

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School will develop competitive but flexible compensation schedules for its employees.

Legal Comments: To effectuate these waivers, applicant must seek a waiver of Ark. Code Ann. § 6-17-807. Applicant should clarify what specific sections/subsections of Ark. Code Ann. § 6-

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

17-201 and the specific sections of the Rules that it is seeking. Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals, including what specific policies will be utilized.

Applicant Response: *Future School asks for waivers of Ark. Code Ann. Sections 6-17-807, 6-17-201 (c), and 6-17-203 through 6-17-205, and Sections 4-8 of the Rules. Future School seeks these waivers to have the flexibility to create a compensation system that is unique to its situation, while providing an adequate level of compensation for our staff.*

Remaining Issues: Is Applicant requesting waiver of all of 6-17-201(c) or just 6-17-201(c)(2)? The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

9. Teacher Fair Dismissal / Public School Employee Fair Hearing Act

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

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

Future School seeks exemption from this portion of the Education because the Future School programmatic model requires the flexibility to recruit, hire, and retain the most qualified and effective teachers available. Future School teachers and administrators are expected to be highly flexible and responsive to the needs of students, families, and industry partners. Future School offers of employment will be made while notifying potential hires of this exemption.

Legal Comments: None

Remaining Issues: None

10. Guidance and Counseling

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

ADE Rules Governing Public School Student Services

Standards of Accreditation 16.01

Future School seeks exemption from this portion of the Education Code. Future School instructors through their Real-World Lab groups will initially provide the services traditionally provided by a guidance counselor. In Future School's unique programmatic model, a student's Real-World Lab instructor stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.

Legal Comments: Waiver of the entire ADE Rules Governing Public School Student Services

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

is not necessary. Only Section 3.01.1 is necessary.

Applicant Response: *Future School wishes to amend our request to just include Section 3.01.1.*

Remaining Issues: None

11. School Nurses

ARK. CODE ANN. § 6-18-706 School nurse

ARK. CODE ANN. § 6-18-1001 et seq.

ADE Rules Governing Public School Student Services

Standards for Accreditation 16.03 Health and Safety Services

Future School seeks exemption from these portions of the Education Code and the ADE Rules. At Future School, we believe the duties of the school nurse will be fulfilled by the entire staff. Future School will utilize front office staff, such as the School Office Director, to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. All administrative staff will receive this training and will support the School Office Director as needed. Future School's Directors will work with our board and community network to reach out to the local medical community to aid in providing free health and vision screenings to students.

Legal Comments: Instead of Ark. Code Ann. § 6-18-1001 et seq., it appears that only a waiver of Ark. Code Ann. § 6-18-1005(a)(6) is necessary. Waiver of the entire ADE Rules Governing Public School Student Services is not necessary. Only Section 3.01.6 is necessary.

Applicant Response: *Future School wishes to amend our request to include Sections 6-18-1005(a)(6) and 3.01.6.*

Remaining Issues: None

12. Superintendent

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

ARK. CODE ANN. § 6-17-302 Principal – responsibilities

Standards for Accreditation 15.01 and 15.02

Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School plans to employ a principal who will serve as the Superintendent and an assistant principal, with a student population of 300. Either one of these individuals, or a third party, might also fulfill the superintendent role in addition to their campus leadership position. This

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

would allow Future School to use its human resources best to enact the programmatic model.

ARK. CODE ANN. § 6-17-427

ARK. CODE ANN. § 6-5-405(b)(1) Superintendent and Assistant Superintendent Professional Development

ADE Rules Governing Superintendent Mentoring Program

Standards of Accreditation 15.01 and 15.03

Future School seeks exemption from these Education Code provisions and ADE Rules. Future School must have the flexibility to attract and retain an individual who is highly skilled and eager to develop and grow a project-based learning, technology integrated school of the future with a unique schedule and a real-world internship model. The individual selected will receive additional training and coaching to fulfill this role.

Legal Comments: Applicant should clarify whether Ark. Code Ann. § 6-5-405(b)(1) was a typo, and if so, which section is requested to be waived.

Applicant Response: *Future School withdraws its request from a waiver of 6-5-405(b)(1) as that statute has been repealed.*

Remaining Issues: None

13. Transportation

ARK. CODE ANN. § 6-19-101 et seq. Transportation

Future School seeks exemption from these portions of the Education Code. Any transportation services provided to students at Future School will be independently contracted and will be in full compliance with this section.

Legal Comments: Because Applicant states transportation will be in full compliance with this section, it should be explained what specific section/subsection Applicant wants waived and why the waiver is needed.

Applicant Response: *Future School seeks this waiver to provide flexibility to our transportation plans. Future School plans to provide monthly bus passes to students who can benefit from this service.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

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

14. Business Operations

ARK. CODE ANN. § 6-21-304 Manner of making purchases

Future School seeks exemption from these portions of the Education Code. This section of code requires that each instance in which the estimated purchase price shall equal or exceed \$10,000. For all purchases between \$1,000 and \$50,000, Future School will use either a state approved vendor or obtain a minimum of three quotes. Future School will obtain bids in each instance in which the estimated purchase price meets or exceeds \$50,000.

Legal Comments: Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals. Also, if the authorizer approves this waiver, Applicant needs to be aware that federal procurement laws and procedures cannot be waived.

Applicant Response: *Future School seeks this waiver to provide flexibility in purchasing processes. However, Future School will seek the best value for purchases made. Future School understands that if a waiver request is granted, it does not include a waiver for any federal procurement laws and procedures.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

15. Gifted and Talented / Alternative Learning Environment

ARK. CODE ANN. § 6-18-1005(b)(5) Alternative Learning Environment

ARK. CODE ANN. § 6-18-503(a)(1)(C)(i) Alternative Learning Environment

ARK. CODE ANN. § 6-20-2208(c)(6)

ARK. CODE ANN. § 6-42-101 et seq.

ARK. CODE ANN. § 6-48-101 et seq.

ADE Rules Governing Gifted and Talented Program 18.01-18.03

ADE Rules Governing the Distribution of Students with Special Needs Funds

Future School seeks exemption from these portions of the Education Code and the Department of Education Rules. In Future School's unique programmatic model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) or based on classification as "gifted and talented" is at odds with our approach of engaging each student in a career preparatory internship of his or her choice. We believe an environment that is appropriately student-centered, engaging, and rigorous, is best for all students. At Future School, each child is

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

given the opportunity to develop his or her own gifts and talents.

Legal Comments: Applicant should clarify what specific sections of the Rules that it is seeking to have waived, and should provide rationale to explain how these waivers will help the Applicant meet its goals, and how the Applicant plans to assure students develop their gifts and talents. It appears the Applicant needs a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, and Section 18 of the ADE Standards for Accreditation.

Applicant Response: *Future School wishes to amend this waiver, requesting a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, Section 18 of the ADE Standards for Accreditation and Section 4 of the Special Needs Funding Rules. Our personalized, real world curriculum and education model effectively offer opportunities for advanced enrichment and support to students requiring such accommodations and learning interventions.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

16. Library Media Specialist

ARK. CODE ANN. § 6-25-103 and -104 School Media Library and Technology

Standard of Accreditation 16.02.3

Future School seeks exemption from this portion of the Education Code and ADE Rules. In this section of the code, the hiring of a licensed library media specialist is required. In Future School, we will utilize online libraries, such as OverDrive or online check-out from local libraries to eReader programs on the student's classroom-ready device. Future School will also partner with local public libraries for student internship opportunities and programmatic partnerships to serve our students and engage them in literacy. The library and media center at Future School will be served by our technology instructors ensuring our students have online access high quality materials and through partnerships in the community where students use their local library as their school library.

Legal Comments: None

Remaining Issues: None

17. Class Size

Standards of Accreditation 10.02

Future School seeks exemption from this portion of the Department of Education Rules. There are times, in the Future School model where, larger class sizes are preferred for student learning. For example, students will take online language classes where they will work at

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

differentiated levels on a device, or partner with other classes for PE in a large studio or gym space off-site.

Legal Comments: Applicant should clarify what the maximum class size limits will be, which classes, if any, will be exempt from the larger class sizes, and provide more rationale on why this waiver is required and why larger class sizes are preferred.

Applicant Response: *Future School requests this waiver to allow for as needed enlarged class sizes in our on-line learning center, allowing for more course options for students taking self-paced courses on-line. Maximum class size will be 40 students.*

Remaining Issues: None

18. Curriculum

ARK. CODE ANN. § 9-03-4

Future School seeks for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.

Legal Comments: Applicant needs to provide the correct code for which a waiver is requested as Title 9 is not in the Education Code. ADE Legal Services does not have enough information to determine validity of request or other waivers that may be needed.

Applicant Response: *Future School amends this waiver request to state a request for waiver on Section 9.03.4.1. Future School is asking for a waiver to teach Oral Communications as a separate class in order that the curriculum meets requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by Future School. Future School ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework.*

Remaining Issues: Applicant should clarify the amended waiver is from Section 9.03.4.1 of the Standards of Accreditation.

19. Student Policies

ARK. CODE ANN. § 6-18-501 et seq. Student Discipline Policies

ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Future School seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. All Future School policies will comply with all state and federal laws and seek to best serve the community of the school. Future School seeks to use the most progressive discipline management techniques such as restorative justice and student-body counsels and arbitrators whenever appropriate.

Legal Comments: Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals. Because Applicant states policies will comply with all state laws, it should be explained why the waivers are requested.

Applicant Response: *Future School seeks the flexibility to develop its own discipline policies, which will be comprehensive and afford all students and their families full due process rights for any disciplinary offenses and appeals up to and including a hearing in front of the Future School board.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

Desegregation Analysis: Fully Responsive

Concerns and Additional Questions

- Explain how the school intends to verify and maintain a unitary system of desegregated schools.
- Provide data to support the claims.

Applicant Response: Future School will also review the desegregation status of the surrounding districts, as necessary. Future School will ensure that all of our admission processes (including the use a random, anonymous lottery and a waiting list if necessary) are race-neutral, and that will monitor such processes regularly to ensure legal compliance.

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Future School of Fort Smith

Date: September 30, 2015

I. INTRODUCTION

Future School submitted an application for an open-enrollment public charter school, Future School of Fort Smith. The proposed charter school would be located within the boundaries of the Fort Smith School District. The proposed charter school would provide instruction to students in grades ten through twelve (10-12). The proposed charter school would possess a student enrollment cap of 450. According to its application, the proposed charter school expects to draw students from the Fort Smith, Hartford, Alma, Greenwood, Van Buren, Lavaca, Hackett, and Mansfield school districts.

II. STATUTORY REQUIREMENTS

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

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

The applicant addresses Desegregation Assurances on pages 42 and 43 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school is as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Alma School District	120	12	45	125	44	2,875	3,221
	3.73%	0.37%	1.40%	3.88%	1.37%	89.26%	--
Ft. Smith School District	836	856	1,686	4,569	207	6,163	14,317
	5.84%	5.98%	11.78%	31.91%	1.45%	43.05%	--
Greenwood School District	102	51	17	151	96	3,204	3,621
	2.82%	1.41%	0.47%	4.17%	2.65%	88.48%	--
Hackett School District	24	2	2	8	14	560	610
	3.93%	0.33%	0.33%	1.31%	2.30%	91.80%	--
Lavaca School District	37	7	5	47	13	741	850
	0.71%	0.12%	1.12%	5.49%	1.18%	91.39%	--
Mansfield School District	1	22	2	25	21	768	839
	0.12%	2.62%	0.24%	2.98%	2.50%	91.54%	--
Van Buren School District	313	166	149	937	121	4,142	5,828
	5.37%	2.85%	2.56%	16.08%	2.08%	71.07%	--
DISTRICTS	1,433	1,116	1,906	5,862	516	18,453	29,286
TOTAL	4.89%	3.81%	6.51%	20.02%	1.76%	63.01%	--

Source: ADE Data Center, Oct. 1, 2014 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of*

Education, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Fort Smith, Hartford, Alma, Greenwood, Van Buren, Lavaca, Hackett, and Mansfield school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-rationally motivated reasons for the charter school’s existence.

c. and request parental input regarding Future School's annual performance.

Additionally families will be asked to participate in an annual family survey to collect feedback on Future School's performance and to inform other family, school, and community events to be responsive to this feedback. Families will be asked to respond to survey questions, like the examples included below, on a scale from 1-5 where 1 = strongly disagree, 2 = disagree, 3 = neutral/no opinion, 4 = agree, 5 = strongly agree. Surveys will be administered in English and Spanish and can be translated to other languages based on family language needs.

Sample Family Survey Questions:

1. Teachers at this school provide lots of encouragement and support for students.
2. The teachers at this school truly care about my child.
3. My child is getting a good education at this school.
4. Teachers and administrators treat students with respect.
5. My child can get extra help at this school when he/she needs it.
6. I expect my child to graduate from high school.
7. I expect my child to graduate from college.
8. My child is receiving unique educational opportunities at this school.
9. The work and projects my child does in their internship support their learning.
10. My child enjoys attending this school.

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

Applicant Response:

The Future School will locate its open-enrollment public charter school within the boundaries of the Fort Smith School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to maintain the majority of its students from the Fort Smith, Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts.

The Future School is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, the Future School finds that neither the Fort Smith School District, nor any of the other school districts listed above, is currently subject to any court orders or judicial decrees concerning the desegregation of its schools. The applicant would also note that none of the listed school districts have filed proof with the Department of Education claiming a conflict with the provisions of the Public School Choice Act of 2015. As an open-enrollment public charter school, the Future School must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

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

Applicant Response:

It is certainly our belief, as the founders of Future School, that Future School is positioned to continue

sustainably and to be replicated as a model throughout the country. Future School builds on a proven models of real-world learning, incorporating the tradition of internships, apprenticeships, into an individualized, relevant, and fun, hands-on high school experience. We see opportunities to develop lasting, applicable skills and real networks through work, innovation, collaboration, and problem-solving, as a universal value add. We and other project-based, real-world learning school sites across the country have come to see the life-changing potential inherent in the transformation of the traditional education model and in placing trust in our secondary students and future leaders. We are committed to bringing this change-catalyst to our hometown corner of the globe, Fort Smith, Arkansas. We believe Fort Smith students are well positioned to meet their futures head-on and pilot a new model for what it means to graduate college and career ready.

Future School will continue and grow because it will be deeply embedded in the Fort Smith community and will add value to students and families, industry partners, and community members alike. To the playing field of traditional education, we bring a visionary approach. We bring expertise at networking and identifying opportunities. We bring educational vision for student engagement in hands-on, deeper learning projects that have relevance in their communities. From our student projects with local artists and community service organizations, to our students' individual learning plans that put high schoolers in internships with industry partners, Future School will be indispensably linked to the Fort Smith community however we can be for greater success. Our students will be creating a targeted social media presence for a community organization or identifying pathways for local food purchasing for local restaurants. Our students will be conducting efficiency studies on the river transportation sector and measuring changing weather patterns in Arkansas. All our efforts will be for student development towards future studies and careers and for partners who will use these projects to advance and grow towards greater sustainability, humanity, and efficacy.

Trish Flanagan brings a deep understanding of the issues facing education systems and proven methodologies for guiding students and partners to greater success. Trish brings experience from her time as a Teach For America corps member in Brownsville, Texas on the US-Mexico border, her work as a school leader in Roatan, Honduras, and her experience developing successful education initiatives in Little Rock. Trish is interested in disruptive education models that turn our traditional compartmentalization of students upside down and instead follow the incorporate proven strategies to trust our students as citizens. Trish has been instrumental in the founding of Future School and has strategically designed the leadership model for the school to be sustainable-prioritizing the hiring of highly qualified, local educators from the local community, wherever possible. Trish has an undeniable talent and more than 15 years of experience building business and community partnerships in education and, after a year of on-the-ground work in Fort Smith, is perfectly equipped to guide the launch and establishment of Future School.

Future School will owe much of its success to board tirelessly focused on constructive partnerships. Brandon Cox, our board president, is on the Fort Smith City Planning Commission and has been extremely active in his city and school system. His support for Future School is essential. Jason Green, our board vice president, is a committed business leader with extensive public service and leadership experience including executive service with the Boy Scouts of America. Steve Clark, our board treasurer, one of Arkansas' top business innovators, and the founder and Chairman of high school education initiative, Noble Impact, has long envisioned a real-world learning school that developed young entrepreneurs in his hometown. The Future School's board is the perfect team to position the school for long-term success and sustainability. Boyd Logan, our board secretary, brings decades of education experience as a National Board Certified Teacher and fully endorses the design and mission of Future School. The uniquely effective school founder and board have already formed Memorandums of Understanding (MOU's) with the University of Arkansas at Fort Smith and the Fort Smith School District. Support is clear and non-partisan. This model is in demand and this team is excited to implement it.

Future School will recruit and train teachers, primarily from Fort Smith and the surrounding communities who are passionate about project-based learning and a sustainable and transformative school model. The principal and Trish, as the school founder, will provide guidance, curriculum resources, professional development, and instructional coaching to ensure we are supporting the best instructional force for relevant, deeper learning and connecting this at every imaginable opportunity with resources in the community. We have confidence that an effective, creative, collaborative, and sustainable teaching environment will draw and keep the best candidates around, creating a sustainable model for teacher recruitment. We will be a small but closely knit team of instructional leaders and visionaries as we work together at Future School to deliver on what's best for our students.