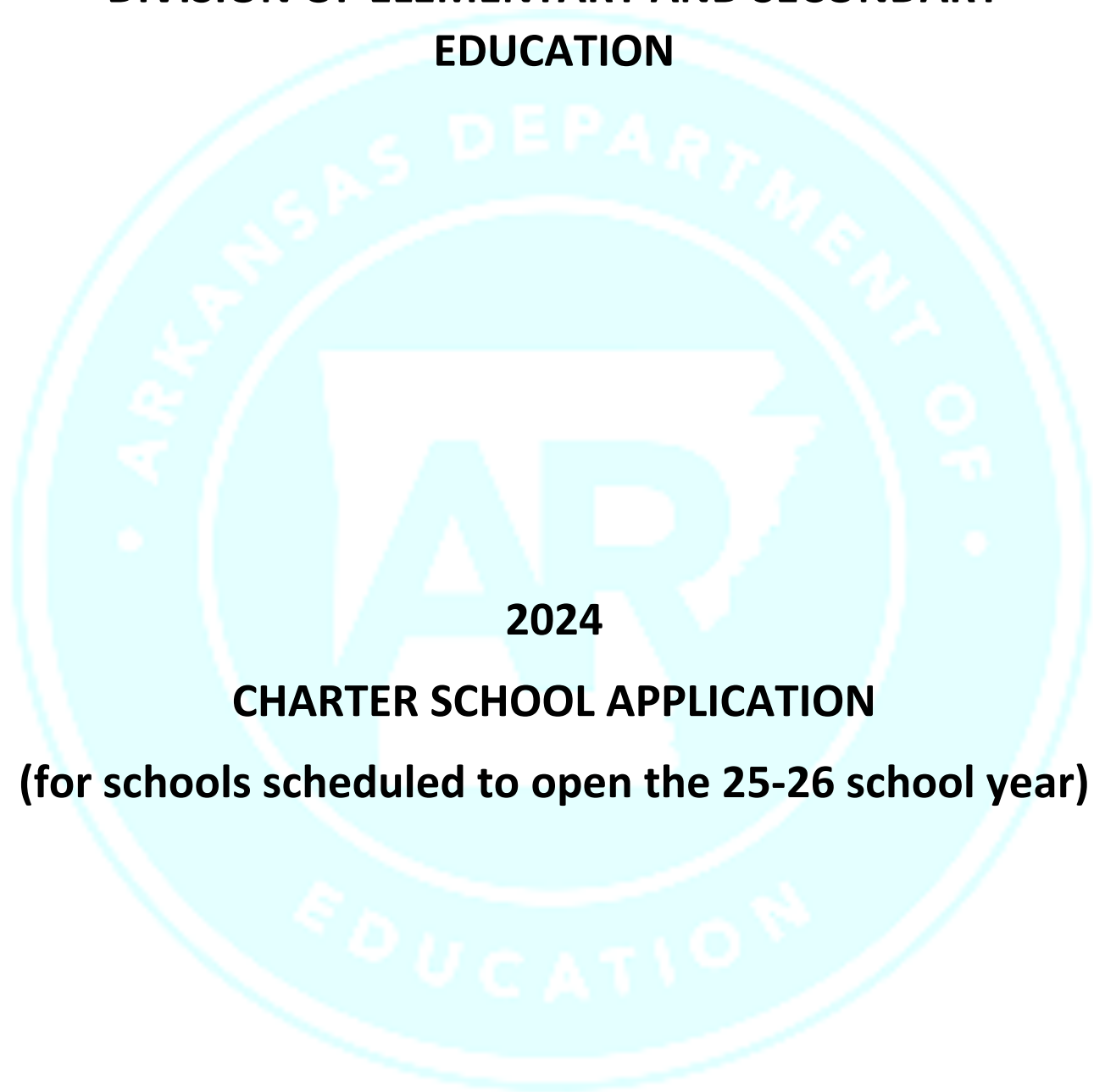# ARKANSAS DEPARTMENT OF EDUCATION

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

2024

CHARTER SCHOOL APPLICATION

(for schools scheduled to open the 25-26 school year)

APPLICANT PROFILE INFORMATION

1. Name of Proposed Charter School:

Unbound Academy

2. Name of the eligible entity under which the charter will be organized:

Unbound Academic Institute (AR), Inc

3. Name of contact person: Andrew Price

     Title/Relationship to Charter: Board Member

     Mailing Address: 6834 Cantrell Road #2480, Little Rock, AR 72207

     Primary Phone: 501-404-5722

     Primary Contact Email: aprice@unbound.school

Names and roles of all persons in the applicant group, i.e., anyone with a role in drafting the substantive content of this application and is expected to have a significant role with the school, including any consultants or employees of an education service provider or management organization. Add lines as needed.

Full name	Current Role with Proposed School	Future Role with Proposed School
Andrew Price	Board Member	Board Member
MacKenzie Price	Board Member	Board Member
Stefanie Baduria	Board Member	Board Member
Rachel Fontenot	COO	COO

4. Projected Date of School Opening (Month/Year): August 2025

5. Type of Charter

(X) Open Enrollment	( ) Open Enrollment - CMO	( ) Conversion Charter

6. Educational Model

( ) Classical	( ) Traditional	(X) Virtual	( ) College Prep	( ) Career/CTE
( ) Hybrid Learning	( ) Performing Arts	( ) Special Populations		

Section 1: Executive Summary

A. Vision and Mission

1) **State the charter school's mission and vision for the proposed school. Provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The mission and vision narrative should address how the school will help to provide high-quality education to Arkansas students.**

   Mission: Unbound Academy is built on the belief that every child deserves access to a personalized and engaging education. We harness the power of technology and innovative teaching methods to create an environment where students thrive. Our unique approach allows students to master academic concepts at an accelerated pace, freeing up time to explore their passions and develop crucial life skills, all within a supportive online community.

   Vision and Purpose
   Inefficiencies, a lack of personalization, and a decline in student engagement have long plagued the traditional education system – unchanged since the Industrial Revolution. Our philosophy, which we will call the 2hr Learning model, is currently in use at private schools in Austin under the Alpha brand and is a transformative solution to these pervasive issues. By leveraging AI technology and personalized learning, 2hr Learning enables students to master core academic subjects in two hours daily, allocating the remainder of the school day for life skills development and pursuing personal interests. These life skill workshops mimic the collaborative, creative, interdisciplinary tasks that will be required of them in most post-secondary environments. The model aims to foster a love for learning, improve academic outcomes, and prepare students for success in the rapidly changing modern world. Unbound Academy is proud to partner[1] with 2hr Learning, Inc. to bring these capabilities, previously only available at high price point private schools, to the public charter student in Arkansas. Here we will introduce the vision of the 2hr Learning model. Later in Section 2 we will cover in more detail its theoretical foundations, academic results, and the broader implications for students, teachers, and the future of education.

2) **Arkansas intends to be a national leader in education. To that end, provide an overview of the proposed school's education program, including major instructional methods. Explain why this school model will impact student outcomes for the targeted population.**

   Addressing Universal Educational Challenges
   Educational systems grapple with challenges arising from structural constraints that inhibit student success, educator potential, and optimal performance. These challenges, widely documented in educational research, reflect systemic inefficiencies rather than failures of individual institutions:

   Inefficient Resource Utilization: Research indicates that traditional classroom settings often fail to optimize learning time effectively (Gettinger et al., 2012). Significant portions of classroom time are consumed by non-instructional activities, limiting the opportunity for active learning (Saleem et al., 2020). This inefficiency is exacerbated by large class sizes and excessive administrative burdens that prevent teachers from focusing on tailored, impactful teaching.
   Need for Personalization: The long-standing one-size-fits-all approach does not accommodate the diverse needs, abilities, and learning styles of every student because, operationally, it just cannot. This is corroborated

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[1] See Section 5, Part C, Question 1 for a detailed description of the relationship between Unbound Academy and 2hr Learning, Inc.

by educational scholar John Hattie. Hattie's meta-analysis, as documented in his book Visible Learning (2008), quantifies the impact of differentiated teaching, showing significant benefits in student achievement. The 2hr Learning model integrates this principle by employing AI-driven personalization to adapt progression and curriculum content per lesson to each student's learning profile.

Focus on Rote Learning Over Critical Thinking: The prevalent emphasis on memorization and standardized testing in traditional settings needs to be questioned (Schadt, 2021). The former is increasingly seen as inadequate for developing the critical thinking, problem-solving, and creative skills necessary in today's complex world (Rea et al., 2022). Pure memorization may have been a need of the past, but the present landscape requires finding and applying information adeptly rather than merely remembering it. Moreover, with a mastery-oriented approach – where students have to show a complete understanding of a concept by repeated in-app testing without any mistakes before progressing to the next lesson – students understand the concepts thoroughly, thereby retaining them any which way in the long run.

Declining Engagement and Motivation: Longitudinal research consistently shows a decline in student motivation and engagement with age, particularly as students move through traditional educational systems. This decline is often linked to outdated teaching methods and curricula that do not reflect students' interests or the skills needed in the 21st century. Furthermore, school is seen as something kids 'have' to do as a mandate, because a 'want' cannot be cultivated and nurtured in the existing systems due to the aforementioned points. (Linnebrick-Garcia et al., 2023).

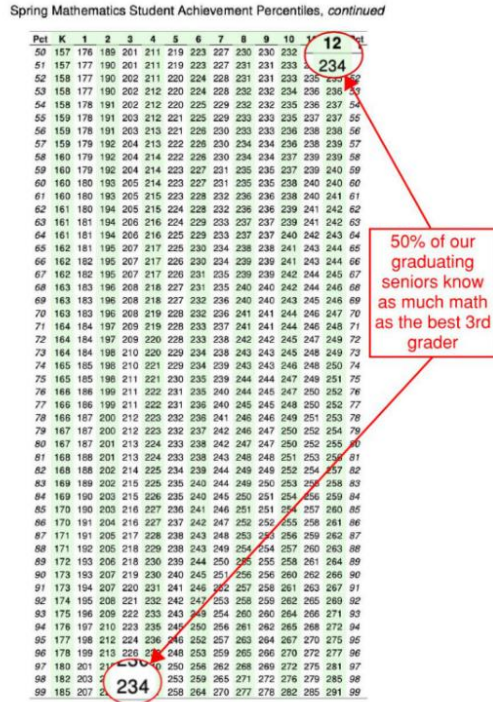*Fig. 1: The loss of enthusiasm for school in students by grade level*

Fig. 2: Graph showcasing that an average high school senior scores the same on a nationwide standardized test as the best 3rd grader

The graph above demonstrates the consequence of the system. Notably, the best third-graders score as highly as the average high school seniors, but the implications run deeper, highlighting two critical lacunae in the current educational system. First, there is no assurance that the seniors' comprehension deficiencies have been effectively addressed or corrected. Second, it's uncertain whether the third-grader's evident prowess has been consistently nurtured. This underscores the urgent need for educational systems that fully recognize, cultivate, and maximize all types of potential.

The challenges result in suboptimal academic outcomes, inadequate preparation for life beyond school, and a diminished love for learning. They highlight a collective need for a transformative educational model that enhances efficiency, personalization, and engagement. The 2hr Learning model proposes a solution by integrating proven educational principles with innovative techniques to effectively use educational time, tailor learning experiences to individual needs, and prepare students for a rapidly evolving world.

The 2hr Learning Model

2hr Learning is an innovative educational approach that combines AI technology, personalized learning paths, and a focus on life skills development to revolutionize the learning experience. This model is effective for students across the board: It proves beneficial for those who may be academically behind to improve their outcomes, while accelerating learning for gifted students, allowing them to advance without being held back by conventional grade levels. Each child moves forward at an optimal pace tailored to their individual needs and abilities. At Alpha Brownsville, low SES students scoring in the 31st percentile in both Math and Reading jumped to the 84th and 71st percentiles, respectively (NWEA Map Testing Results). At Alpha Austin, the top performers learned 6.5x faster. Here is how 2hr Learning achieves incredible progress for every student:
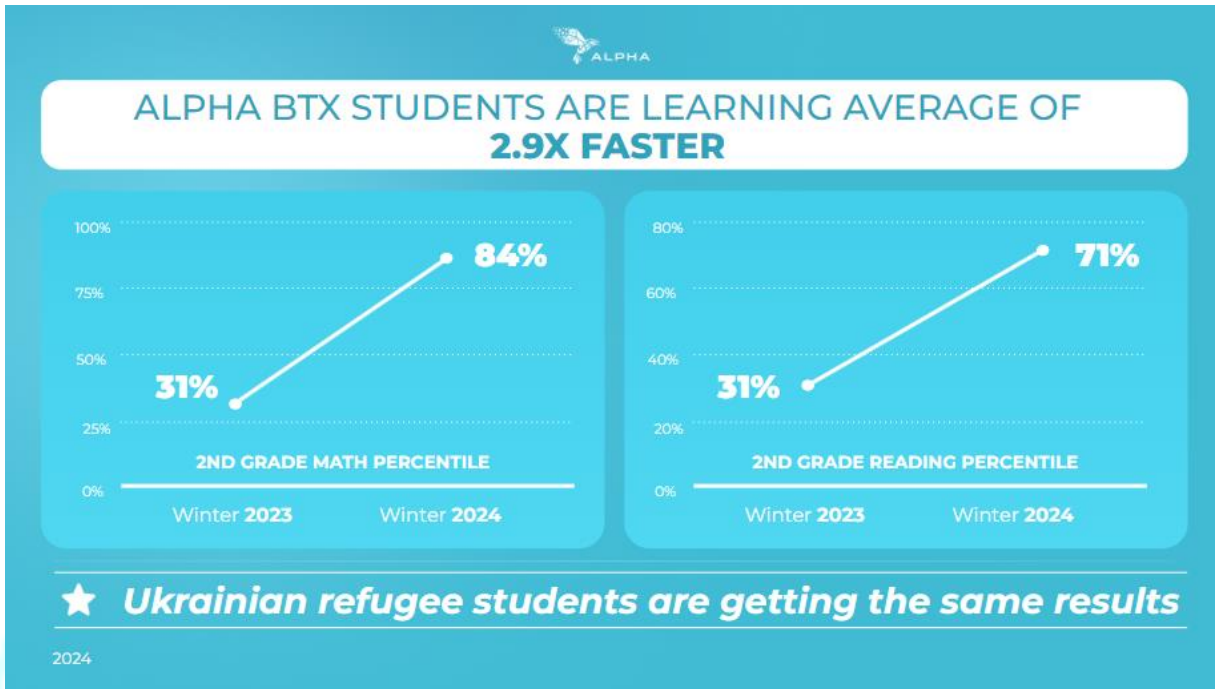
Fig. 3: Alpha BTX percentile-based changes with 2hr Learning

Fig. 4: Alpha Austin results with 2hr Learning

The 2hr Learning model represents a paradigm shift in education, offering a transformative solution to the long-standing challenges of the traditional system. By prioritizing personalized learning, life skills development, and student well-being, the model unlocks the full potential of every learner, preparing them for success in the dynamic and complex world of the 21st century. As the model expands to new schools and communities, it holds

the promise of revolutionizing education on a global scale, fostering a generation of engaged, resilient, and purpose-driven learners.

While the 2hr Learning model is not a panacea for all educational challenges, it represents a significant step forward in creating a more equitable, efficient, and student-centered educational landscape. By embracing innovation, adaptability, and a commitment to holistic development, the 2hr Learning model sets a new standard for teaching and learning in the modern era.

As educators, policymakers, and society as a whole, we have a responsibility to continually seek out and implement evidence-based approaches that prioritize student success and well-being. The 2hr Learning model provides a compelling case for the transformative power of personalized, mastery-based learning and the importance of developing the whole child, setting them up for a successful future. By investing in this innovative approach, we can unlock the limitless potential of every student and create an environment where they thrive.

References

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Rea, S. D., Wang, L., Muenks, K., & Yan, V. X. (2022). Students can (Mostly) recognize effective learning, so why do they not do it? Journal of Intelligence, 10(4), 127. https://doi.org/10.3390/jintelligence10040127

Saleem, A., Muhammad, Y., & Masood, S. (2020). Classroom management challenges and administrative support in Elementary Schools: Experiences of Novice Public-School Teachers. UMT Education Review, 3(2), 29–46. https://doi.org/10.32350/uer.32.02

Schadt, S. (2021, December 29). Critical Thinking and other Higher-Order Thinking Skills. Center for Excellence in Teaching and Learning. https://cetl.uconn.edu/resources/design-your-course/teaching-and-learning-techniques/critical-thinking-and-other-higher-order-thinking-skills/

B. Evidence of Need, Support, and Involvement

1) Describe the anticipated student population the school intends to serve. Provide a rationale for seeking to serve this population.

Unbound Academy aims to serve a diverse population of students in grades 4-8 across Arkansas, with a focus on:

1. Students seeking a personalized, self-directed learning experience that nurtures their intrinsic motivation. Unlike the conventional model, our approach tailors education to each learner's unique needs and interests.
2. Learners across the full spectrum of abilities who can benefit from self-paced, mastery-based learning. Adaptive technology and personalized mentoring from Guides enable each student to learn at their optimal pace with targeted support, in contrast to the challenges of teaching to the average in standard classrooms.
3. Students and families desiring an inclusive school reflective of Arkansas's diversity. With a school-age population of 475,207, our target grades 4-8 encompass approximately 181,840 students. Robust accommodations, like language support for the 8% of English Language Learners and IEP services for the 14.5% in special education, ensure an accessible learning environment.

4. Families dissatisfied with the conventional age-based, one-size-fits-all model and seeking an innovative alternative. Our learner-centered approach addresses their desire for personalized learning experiences and the development of real-world skills. In Arkansas, 17.2% of students come from households with incomes below the federal poverty level and may benefit from a more tailored educational experience.

Unbound Academy's first expansion will be into grades K-3. We are not yet serving students in these grades because although we are close to developing an effective ELA curriculum for grades K-3, we do not yet have confidence in this portion of our curriculum. For this reason, Unbound Academy will start by serving students in grades 4-8.

Unbound Academy's model is designed to ignite each student's potential. Key elements differ markedly from standard practices:

- Self-paced mastery progressions replace age-based cohorts and allow students to advance based on competency rather than seat time.
- Adaptive software and digital tools enable truly personalized learning paths.
- Guides provide individualized mentoring and foster student agency over rote instruction.
- Passion exploration through projects and internships emphasizes relevant skills over narrow test preparation.

By providing an education tailored to each learner's needs, abilities, and interests, Unbound Academy will serve Arkansas's diverse student population and families seeking a more effective, equitable, and future-oriented alternative to the industrial-era model of schooling. Our transformative approach aims to prepare every student to thrive in a rapidly evolving world.

In the context of Arkansas, where 10,420 students are already enrolled in full or hybrid virtual charter schools and 18,500 students participate in online education, Unbound Academic Institute is positioned to offer a compelling, innovative option for families desiring a more personalized and flexible educational experience.

2) **Describe the current educational options available to your target population. Include the overall academic performance of schools located near the proposed school and geographic area.**

In Arkansas, the school-age population, K-12, is approximately 475,207, with our target population in grades 4-8 estimated as follows:

- Grade 4: 35,853
- Grade 5: 35,940
- Grade 6: 36,196
- Grade 7: 36,607
- Grade 8: 37,244

Traditional public schools in Arkansas face challenges in effectively differentiating instruction to meet the diverse needs of students. State standardized test data shows many schools have pass rates around 50-60%, indicating that a significant portion of students are not meeting grade-level academic standards. Graduation rates at nearby high schools range from 75-85%, showing that a concerning number of students do not complete their K-12 education. College readiness indicators, such as SAT/ACT scores and advanced coursework participation, also lag behind state and national averages.

Virtual and online school options in the region have seen mixed academic results. There are approximately 15 charter schools that include fully virtual and blended learning options. Some of these include Arkansas Connections Academy High, Don Tyson School of Innovation, Arkansas Virtual Academy High School, and Fayetteville Virtual Academy. Of the approximate 18,500 students attending online schools, around 10,420 belong to full or hybrid virtual charter schools. However, completion rates for online courses tend to be 10-20% lower compared to traditional in-person classes. Engagement remains a key challenge, with inconsistent student usage of learning platforms. Academic growth measures for fully virtual schools have not kept pace with brick-and-mortar counterparts.

Private schools comprise a small percentage of enrollment. While some boast strong academic outcomes, high tuition costs make them inaccessible to many families.

Homeschooling has gained traction but lacks comprehensive data on academic performance.

Additionally, it is important to note the demographics and socioeconomic context:

- 14.5% of children in the public school system are in special education.
- 8% are English language learners.
- The median family income in Arkansas is $66,148, compared to the US average of $85,428.
- 17.2% of students come from households whose income is below the federal poverty level, compared to the US average of 16.3%.

The racial composition of the student population in Arkansas is:

- White: 61%
- Black or African American: 19%
- Hispanic: 14%
- Asian: 2%
- Two or More Races: 4%

In summary, the current educational landscape in Arkansas includes traditional public schools struggling to meet the needs of all students, virtual schools with lower engagement and academic growth, costly private schools inaccessible to many, and a rising homeschool sector with limited performance data. This presents an opportunity for Unbound Academy to offer a high-quality, innovative educational option to families in the community.

3) **Based on your outreach, research, and understanding of the community and the students you seek to serve, what are the main challenges to the student's success in the community you seek to serve? What does your proposed school intend to do to address these challenges?**

Based on our research across the United States, Unbound Academy has identified three main challenges hindering student success that our innovative model is strategically designed to address:

Disengagement: Many students struggle to connect with the traditional classroom approach, leading to lack of motivation. To reignite intrinsic motivation, Unbound Academy will implement a highly personalized learning model. Our expert Guides will co-create individualized learning pathways tailored to each student's unique interests, needs, and goals.

Inefficient Use of Time: Significant portions of the school day are often lost to non-instructional activities and slow-paced whole group instruction. Unbound Academy's "2-hour Learning" model will maximize the impact of

each moment. Students will have a daily 2-hour academic intensive with their Guide for targeted skill development and real-world application, balanced with ample flexibility for self-directed learning.

Lack of Individualization: The prevalent one-size-fits-all approach fails to sufficiently account for the diversity of student aptitudes and learning styles. At Unbound Academy, our competency-based progression model will enable each student to advance upon mastery, at their optimal pace and path. Adaptive technologies and extensive learner profile data will inform timely, targeted supports.

In summary, through high-touch, data-powered personalization, radically efficient use of learning time, and competency-based progression, Unbound Academy is purposefully designed to tackle the disengagement, time inefficiency, and lack of individualization that too often impede student success. We aim to reimagine education to enable each child to excel.

4) **Explain the process for setting, monitoring, and revising performance expectations. In your response, include how the school will use data and how you would define success for the students and school.**

Here at Unbound Academy, our process for setting, monitoring, and revising overall performance expectations revolves around our three core priorities: love school, learn twice as fast, and develop life skills. This comprehensive and data-driven approach addresses both academic and non-academic areas.

Setting Expectations: We begin by establishing clear, measurable goals aligned with the school's mission and state requirements, focusing on our core priorities. Academic goals include targets for standardized test scores, mastery of curriculum standards, and growth metrics—aiming for students to learn twice as fast. For non-academic areas, we set expectations around student attendance, behavior, engagement, and participation in extracurricular activities to ensure students love school and develop essential life skills.

Monitoring Progress: To monitor progress, we utilize a variety of data sources, including standardized test scores, formative assessments, attendance records, behavioral reports, and surveys. Our adaptive learning system provides real-time academic data, allowing teachers and administrators to track student progress continuously. Regular data reviews assess whether students are meeting the set expectations, focusing on both learning speed and engagement levels.

For non-academic areas, we track attendance and behavioral data to ensure students are engaged and participating fully in school life, fostering a love for school. Surveys and feedback from students, parents, and teachers also provide valuable insights into the overall school climate and student well-being, helping us gauge the development of life skills.

Revising Expectations: If the data indicates that a significant portion of students are not meeting the established expectations, we re-evaluate and adjust our strategies and goals. This may involve revising the curriculum, providing additional professional development for teachers, or implementing new programs to support student well-being and engagement. For example, if we notice a decline in student engagement, we might introduce new extracurricular activities or social-emotional learning programs to address this issue and reignite their love for school.

Defining Success: Success for Unbound Academy is defined through a combination of academic and non-academic achievements aligned with our core priorities. Academically, we aim for a high percentage of students to meet or exceed state standards on standardized tests and demonstrate significant growth year-over-year, learning twice as fast. Non-academic success involves high attendance rates, positive behavioral outcomes, and strong

participation in extracurricular activities, ensuring students love school and develop life skills. Additionally, success is reflected in a positive school climate, as measured by surveys and feedback from the school community.

By setting clear expectations, continuously monitoring progress, and being responsive to data, we ensure that all students receive the support they need to thrive academically and personally at Unbound Academy, in line with our core priorities of loving school, learning twice as fast, and developing life skills.

Section 2: Academic Plan

A. Academic focus

1) **Describe and outline the proposed school's academic focus. Include specific academic benchmarks, educational philosophy, instructional methods, and innovations.**

AI-driven adaptive learning technology: 2hr Learning leverages advanced AI algorithms to create personalized learning paths for each student. The system continually assesses a student's knowledge, skills, and progress, adapting the content and pace of instruction to facilitate learning outcomes for that individual. We employ adaptive technology to tailor educational experiences through widely recognized platforms like IXL and Khan Academy, supplemented by custom content to address specific gaps. The AI rigorously analyzes comprehensive student data—response accuracy, engagement duration, and emotional feedback via webcam—to ensure lessons are appropriately challenging. Such meticulous adjustment fosters optimal learning zones, bolstered by the motivational synergy of our Guides and the exciting promise of diverse afternoon workshops.

Unbound Academy's afternoon sessions are the other core component of our educational philosophy and curriculum. They complete the experience we offer, ensuring that the required instructional minutes for full-time enrollment are met while adding immense value to students' lives via life skills. These workshops are designed to reinforce the morning's academic lessons with practical, hands-on experiences that are vital for a well-rounded education, making it clear that learning extends beyond traditional academics into real-world skills and personal development – an imperative for providing the most useful educational process.

Mastery-based progression: In the 2hr Learning model, students advance through the curriculum based on demonstrated mastery of concepts and skills rather than fixed time intervals. This approach ensures a solid foundation of knowledge before moving on to more advanced topics. Their progression is not measured against time spent but by a student's achievement on every specific standard, which is broken down into discrete skills, and mastery, which is assessed individually for each skill. Students must demonstrate comprehensive understanding, achieving full proficiency on assessments. This method guarantees solid foundational knowledge and the readiness to tackle more complex material, ensuring that learning is both deep and lasting.

Unlike traditional methods where students are often placed in grade level work regardless of actual competency, our model strategically places students in lessons that may be 2-3 grade levels lower to solidify foundational knowledge. This approach is critical as it aligns with our strict mastery requirements, where, for instance, a 100 IXL smart score is necessary before moving on or a full score in Khan Academy modules. Such standards ensure that learning is deep and thorough, not just superficial.

Advancement in the 2hr Learning system is contingent upon meeting higher standards than those typically required by state systems and is typically a 90% pass rate. This rigorous criterion ensures that students do not just pass but excel. Grade promotion, on the other hand, is handled via a holistic view of the student. Our focus is on growth over performance levels so as no to penalize students that come to us behind grade level. This growth focus enables us, in 2-3 years, to move these struggling students up to grade level work and beyond.

While online learning apps offer extensive educational resources, students often underutilize them due to lower perceived stakes compared to traditional settings. The effectiveness of online learning apps can be significantly enhanced by integrating guides or mentors who provide oversight and support. Studies have shown that mentoring and coaching can significantly boost student engagement and effectiveness in online learning settings. For example, guidance has been found to improve students' ability to stay focused and achieve their learning goals, thus maximizing their engagement and success in online courses (Gamage et al., 2021). Additionally, effective mentoring can guide students to utilize learning apps more comprehensively, thereby enhancing their learning outcomes and overall satisfaction with the educational experience.

Condensed core academic learning: By utilizing AI technology and personalized learning paths, 2hr Learning condenses core academic instruction into two hours per day. This efficient use of time allows students to master essential knowledge and skills while maximizing the value derived from school due to time spent on other valuable pursuits.

Critical thinking skills: By integrating adaptive technologies that personalize academic challenges according to each student's abilities, our model fosters critical thinking. In addition to age and grade level as markers of progression, the 2Hr Learning model emphasizes mastery of skills. Our tiered system of levels – LL, L1, L2, and L3 – consists of specific benchmarks that signify mastery of skills beyond traditional grade markers. For instance, a student may be categorized at a second-grade age but working on fifth-grade level tasks (L3) if they demonstrate the requisite understanding and skill proficiency. This system ensures that students are continuously challenged at the right level of complexity, which fosters critical thinking and problem-solving skills. Students' progress is visually mapped, allowing them to see their advancement through levels, which aids in planning and optimizing their study focus. This methodology encourages students to allocate their study time independently and effectively, focusing on areas requiring improvement.

Afternoon workshops for life skills development: In the afternoons, students engage in hands-on workshops designed to cultivate essential life skills such as financial literacy, public speaking, goal setting, and resilience. They transcend traditional boundaries by fostering a dynamic, interactive learning environment. They are designed to simulate real-world applications through:

Synchronous activities: Live sessions that allow students to engage in real-time projects like budgeting exercises or delivering speeches, utilizing digital tools to create an immersive learning experience.

Asynchronous activities: Self-paced projects in which students apply concepts independently, such as recording public speeches or developing digital portfolios, which are later submitted for feedback.

A blend of scheduled live interactions and self-managed projects ensures that each student not only meets educational standards but also develops the independence and skills necessary for lifelong learning.

These hands-on workshops ensure students apply skills in practical contexts, enhancing engagement and efficacy in an online setting, thereby making the most of both synchronous and asynchronous learning opportunities

Emphasis on motivation via personal interests: 2hr Learning recognizes the importance of extrinsic motivation fueling intrinsic drive to foster success. Students are encouraged to explore their passions and interests through personalized projects and self-directed learning opportunities, which double as rewards for excelling in academics.

Innovation and Motivation in Education

Part of what makes the 2hr Learning model uniquely effective is our commitment to continuous innovation, underscored by our partnership with 2hr Learning, Inc.

However, the success of our model isn't solely dependent on technology or innovation; motivation plays a pivotal role. Acknowledging that our strategies work best with motivated students, we ensure that our Guides—paid up to twice the local average—are skilled in fostering student engagement and motivation. Their role is crucial not only in guiding students through tailored learning paths but also in inspiring them to embrace and overcome

academic challenges. This combination of high-tech solutions and high-touch support by well-compensated, motivated educators ensures that our learning model achieves its goals across a broad spectrum of student demographics.

The 2hr Learning model is grounded in several well-established educational theories that support its effectiveness:

Bloom's 2 Sigma Problem (1984): This theory suggests that students who receive one-on-one tutoring outperform those in traditional classroom settings by two standard deviations. 2hr Learning's personalized approach mimics the benefits of individual tutoring at scale.

Vygotsky's Zone of Proximal Development (1978,2017): Vygotsky proposed that students learn best when challenged just beyond their current level of knowledge and skill, with appropriate support. 2hr Learning's adaptive technology ensures that students consistently operate within their optimal zone of learning.

Dweck's Growth Mindset (2006): Carol Dweck's research highlights the importance of fostering a growth mindset, where students believe that their abilities can be developed through effort and perseverance. 2hr Learning cultivates a growth mindset through its emphasis on mastery, personalized feedback, and celebrating progress.

Constructivism: This theory posits that learners construct knowledge through active participation rather than passive reception. Research supports that hands-on, problem-solving activities lead to deeper understanding and retention of material (Tprestianni, 2023).

Self-Determination Theory: According to researchers Deci and Ryan, environments that support students' needs for autonomy, competence, and relatedness increase motivation and engagement. When students feel a sense of ownership over their learning, they are more likely to pursue challenges and achieve higher academic success.

Hattie's Visible Learning (2008): Hattie's meta-analysis shows that teaching strategies that enable teachers to see learning through the eyes of students significantly enhance achievement. He quantifies the effect size of different teaching interventions, with many student-centered approaches showing high impacts.

By incorporating these theoretical foundations, the 2hr Learning model creates an optimal environment for student learning, engagement, and growth.

Beyond Academics

While academic achievement is a crucial component of education, the 2hr Learning model recognizes the importance of developing well-rounded individuals equipped with the skills and mindsets necessary for success in life. Central to this mission is the afternoon workshop program, which focuses on cultivating essential life skills such as:

Financial literacy: Students master the fundamentals of money management, budgeting, and investing, equipping them with the essential skills to make informed financial decisions and manage resources effectively throughout their lives.

Public speaking: Through engaging, interactive exercises and real-world application scenarios, students develop the confidence and advanced communication skills necessary to effectively articulate their ideas and actively engage with diverse audiences.

Goal setting: Students are taught the art of setting specific, measurable, achievable, relevant, and time-bound (SMART) goals, alongside developing robust strategies for overcoming obstacles and maintaining motivation through various life challenges.

Grit and resilience: By tackling challenging projects and engaging in thoughtful reflection, students cultivate the perseverance and adaptability needed to thrive in the face of adversity and overcome setbacks, preparing them for real-world challenges.

Critical thinking: Students engage in problem-solving sessions and critical analysis exercises that enhance their ability to think independently, evaluate arguments, and navigate complex information, fostering a deeper understanding and innovative mindset.

Creative problem-solving: Across the board, students use their creativity and logical reasoning to devise and implement effective solutions to real-life problems, enhancing their ability to innovate and adapt in dynamic environments.

To ensure practical application of skills, the 2hr Learning model utilizes the "Test2Pass" system, where students must demonstrate mastery through specific tasks within workshops. For instance, in the "Financial Wizards" workshop, students learn budgeting and investing basics, with a Test2Pass requirement to successfully manage a simulated stock portfolio. Another example is the "Public Speaking Prodigies" workshop, where students enhance their oratory skills, with the Test2Pass criteria involving delivering a persuasive speech to an audience without notes. These clear, concrete tasks ensure students not only learn but also apply their knowledge effectively before advancing.

By prioritizing the development of life skills alongside academic achievement, the 2hr Learning model equips students with the tools and mindsets necessary to navigate the complexities of the modern world and lead fulfilling, successful lives.

No Teachers, Just Guidance

The 2hr Learning model transforms teachers into "Guides," shifting from traditional lecture-based roles to personalized mentors and coaches. This change addresses the challenge of teaching students at varying academic levels (even if they are the same age) within the same classroom – often the reason why teachers need to focus on the 'class average'. Guides focus on providing tailored support, fostering deep connections, and encouraging holistic student development, ensuring each learner achieves mastery in core subjects efficiently and effectively.

In the 2hr Learning model, Guides:

Work in parallel with AI: Guides are trained to work closely with the AI system to support personalized learning. They use AI-generated data to monitor progress, identify areas of need, and provide targeted interventions. Guides engage in one-on-one interactions with students, offering guidance and feedback to help them navigate challenges. This human-in-the-loop approach, aligning with U.S. Department of Education best practices, ensures that AI enhances, rather than replaces, human judgment. By combining AI with human empathy, adaptability, creativity, and problem-solving that is uniquely suited to the learner, the 2hr Learning model creates a responsive educational environment that prioritizes student success.

Provide personalized support and guidance: By leveraging AI-driven adaptive learning technology, Guides are empowered to offer targeted interventions, address individual learning needs, and celebrate student progress.

Students thus become self-driven learners, empowered by the knowledge that they have a support system in place to help them overcome any obstacles they face.

Foster meaningful connections with students: With more time and resources, Guides in the 2hr Learning model develop profound, supportive relationships with students, enhancing the educational environment. This approach, grounded in Social and Emotional Learning (SEL), not only bolsters student confidence and academic achievement but also fosters a sense of community and belonging. By providing tailored emotional support and encouragement, Guides significantly impact student performance both academically and socially.

Support students' emotional and motivational needs: Guides in the 2hr Learning model are attuned to the emotional and motivational needs of their students, providing guidance and encouragement to help them navigate issues and further a growth mindset. By helping students address negative emotions towards learning at their core – rather than giving them the answer – Guides aid in developing sustainable resilience.

Offer regular feedback and coaching: Through ongoing dialogue and constructive feedback, students are able to reflect on their learning, set personalized SMART goals, and develop strategies for progress. Guides encourage continuous improvement and support students to achieve what they set their minds to.

This redefined role allows Guides to experience greater job satisfaction and impact as they witness firsthand the transformative power of personalized learning and mentorship. By focusing on student growth and well-being, the Guides in the 2hr Learning model play a crucial role in shaping the next generation of lifelong learners and engaged citizens.

Addressing Common Concerns

As with any educational reform, the 2hr Learning model may raise certain concerns among educators, parents, and policymakers. This section addresses some of the most common concerns and how the model effectively mitigates them:

Social Skills Development: Some may worry that a more personalized, technology-driven approach to education could hinder the development of social skills. The 2hr Learning model enriches them through structured workshops and community-building activities, which are integral to the curriculum. The four hours in the latter part of the academic schedule explicitly teach and reinforce social and emotional skills, which are often undervalued in traditional settings. This significantly enhances students' metacognitive abilities, leading to more efficient and motivated learning. Research supports the idea that strong social abilities are integral to academic success, as they improve engagement and cognitive functions necessary for deeper content understanding.

Fewer Hours for Academics: 2hr Learning optimizes the educational schedule while maximizing the value derived from every hour using AI, enabling students to learn more in a lesser amount of time. This model focuses on intensive, quality-driven learning sessions that shorten required classroom time while enhancing understanding and retention. Studies from the American Psychological Association suggest that focused educational bursts can improve cognitive absorption and retention, validating 2hr Learning's approach to compact and effective academic engagement.

Well-Rounded Education: Critics may question whether the condensed academic schedule allows for a well-rounded education. The 2hr Learning model ensures a comprehensive educational experience by dedicating the afternoons to a diverse range of subjects and skills, including arts, music, languages, and physical education. This approach allows students to explore their interests and develop a broad knowledge base.

Screen Time and Technology: The reliance on AI and adaptive learning technologies in the 2hr Learning model may raise concerns about excessive screen time. However, the model is designed to use technology purposefully,

focusing on active learning rather than passive consumption. Studies have demonstrated that AI-driven personalized learning platforms can significantly enhance student engagement and outcomes by adapting content to individual learning styles and pacing — this positions technology as a tool that children use to grow and not just as a "forbidden fruit." Moreover, the afternoon workshops and extracurricular activities provide ample opportunities for offline, hands-on learning experiences.

By proactively addressing these concerns, the 2hr Learning model demonstrates its commitment to providing a holistic, well-rounded, and socially engaging educational experience that prepares students for success in all aspects of life.

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2) **Describe the school-wide, evidence-based plan that will drive academic improvement for all students and help close achievement gaps. Please provide any relevant research and evidence you used in developing the plan.**

The effectiveness of the 2hr Learning model is evidenced by the remarkable academic gains achieved by students. Data from the NWEA MAP, a nationally recognized standardized assessment, demonstrates the superior outcomes of 2hr Learning:

2.4x average growth across all student groups: On average, students in the 2hr Learning model experience 2.4 times the academic growth compared to their peers in traditional education settings, according to the national NWEA scores.

3.6x growth for the top two-thirds of students: The top two-thirds of students in the 2hr Learning model achieve an even more impressive 3.6 times the growth of their traditionally educated counterparts.

6.5x growth for the highest-performing 20% of students: The highest-performing 20% of students in the 2hr Learning model experience an astonishing 6.5 times the growth of their peers in traditional schools.

These academic results are further supported by student performance on the NWEA MAP assessments, where 2hr Learning students consistently outperform national averages, with many achieving scores in the 99th percentile.
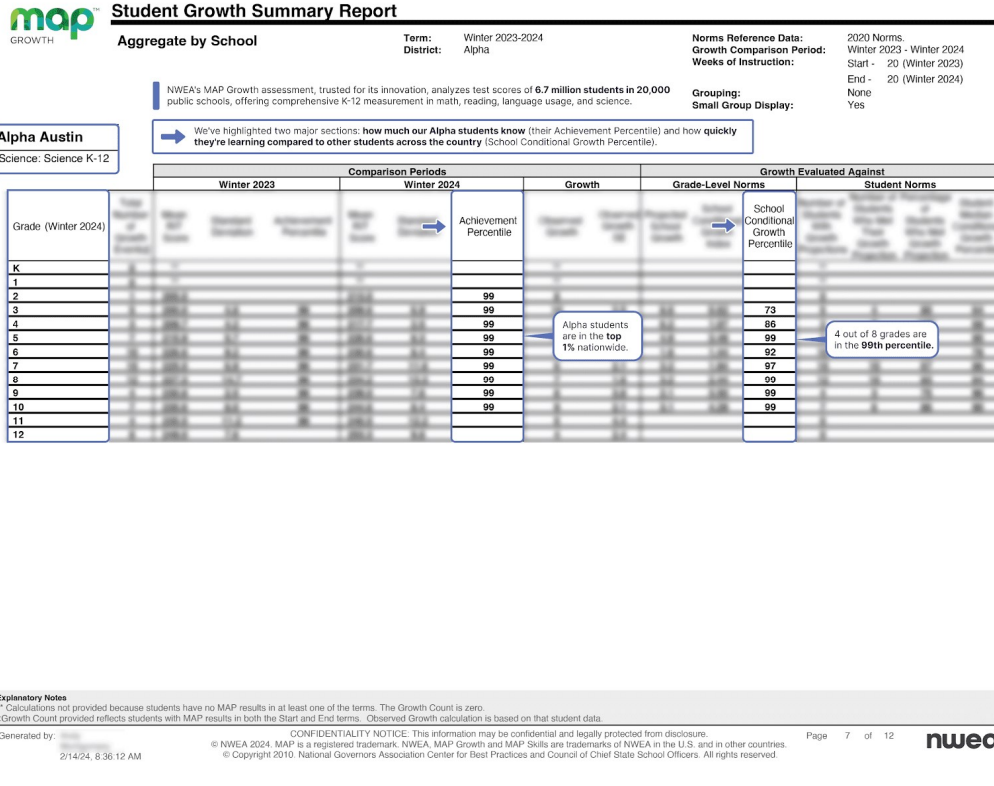
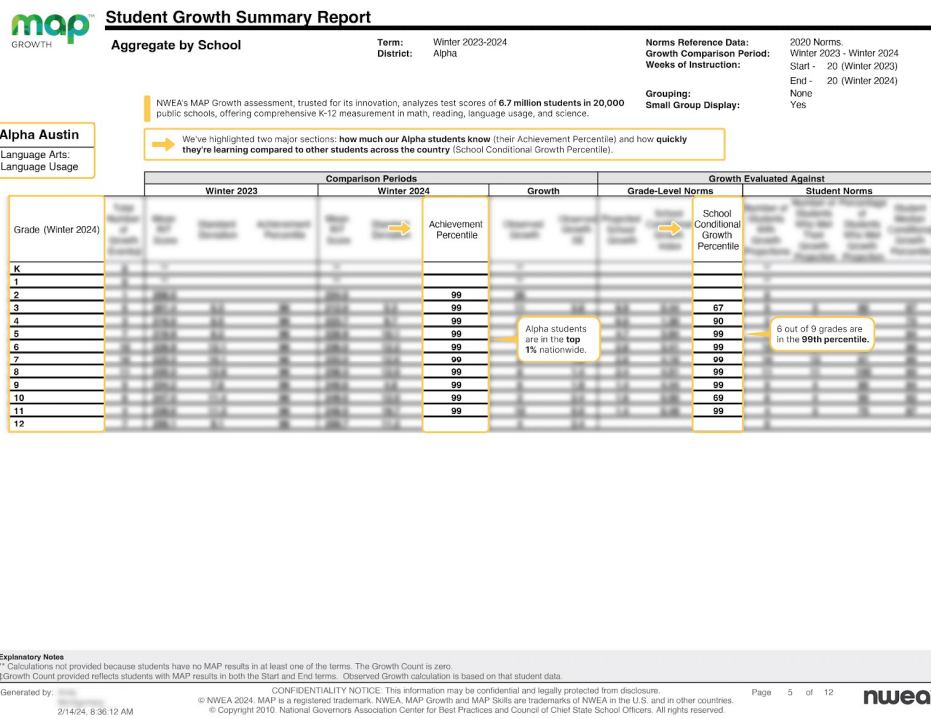Fig. 5: Alpha Austin Science Results with 2hr Learning

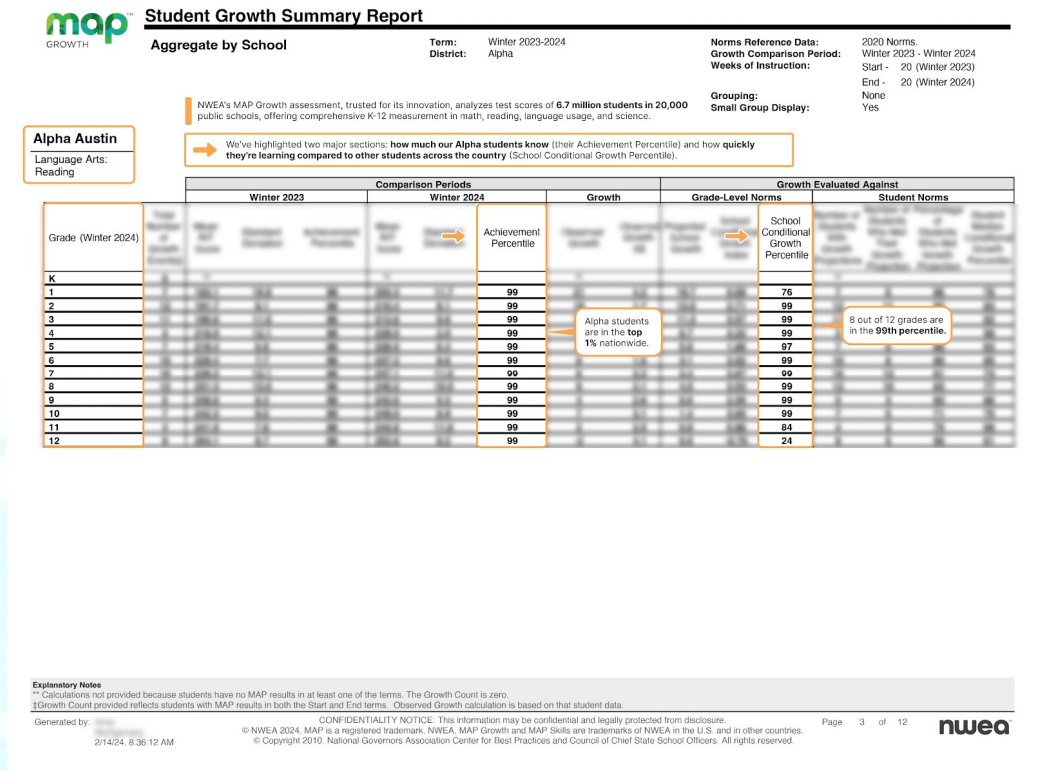Fig. 6: Alpha Austin Language Arts: Language Usage Results with 2hr Learning

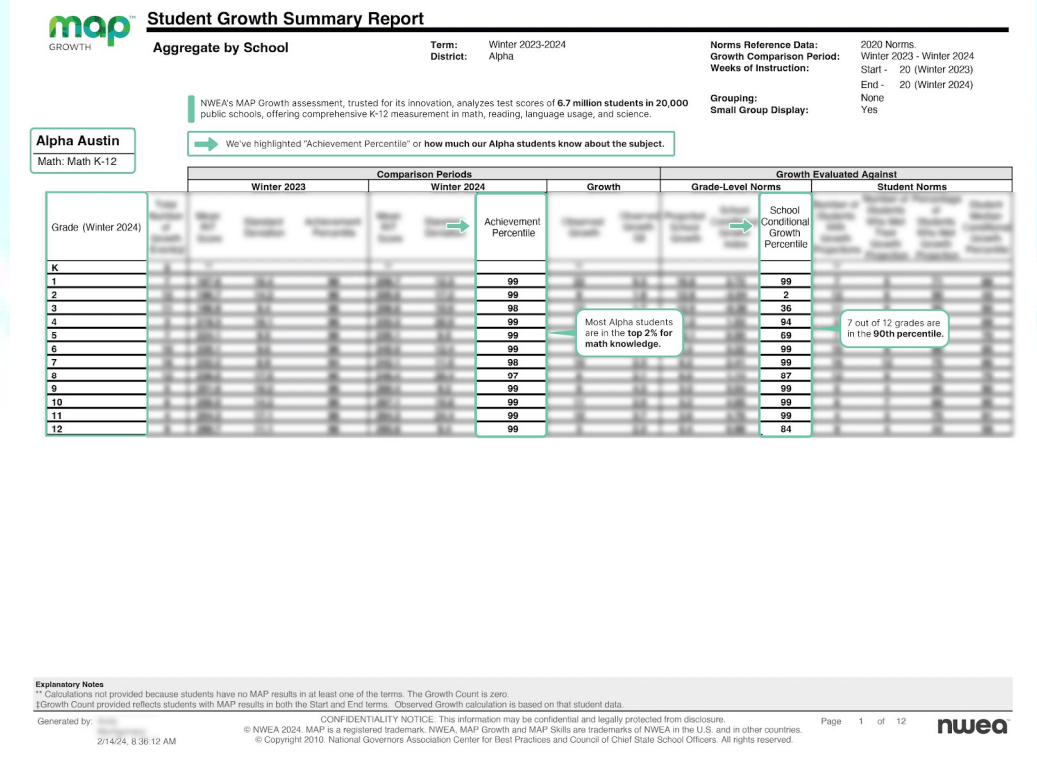*Fig. 7: Alpha Austin Language Arts: Reading Results with 2hr Learning*

Fig. 8: Alpha Austin Math Results with 2hr Learning

In addition to these quantitative measures, the success of the 2hr Learning model is evident in the qualitative experiences of students, Guides, and parents:

Students report increased engagement, motivation, and a genuine love for learning. At Alpha School, which uses the 2hr Learning model, students are asked every six weeks if they love school – 96% wholeheartedly do, with over 60% of those preferring school to vacation. They appreciate the personalized attention, the opportunity to explore their interests, and the sense of accomplishment that comes with mastering new skills.

Guides in the 2hr Learning model express a renewed sense of purpose and fulfillment in their work. They are able to build deeper, more meaningful relationships with their students and witness firsthand the transformative power of personalized learning.

Parents of 2hr Learning students consistently note the positive changes in their children's attitudes towards education, their increased confidence, and their excitement for learning. They appreciate the comprehensive approach that balances academic excellence with life skills development.

These academic results and testimonials provide compelling evidence for the effectiveness of the 2hr Learning model in fostering academic success, student well-being, and a lifelong love for learning.

3) **Describe the school's curriculum and discuss how it will prepare students to meet or exceed Arkansas standards.**

   a) **If the curriculum is fully developed, summarize curricular choices, and explain the rationale for selection. If the curriculum still needs to be fully developed, describe any curriculum decisions made to date, share any proposed curricular decisions that are pending, and explain the process for completion.**

Unbound Academy's curriculum is designed to empower each student to exceed Arkansas state standards through a personalized, mastery-based learning model. Our approach is grounded in several key principles:

1. Mastery-Based Progression: Students advance based on demonstrating deep understanding of concepts, not just minimal proficiency. While Arkansas requires a 60% pass rate on many exams, mastery at Unbound Academy is defined as scoring 90% or above on rigorous assessments aligned to state standards.
2. Adaptive, Self-Paced Learning: Students engage with the curriculum at their own pace through our adaptive learning platform. Interactive lessons adjust in real-time to each learner's level, providing targeted support or advanced challenges as needed. This contrasts with the rigidity of traditional classrooms.
3. Real-World Application: Our curriculum prioritizes authentic, project-based learning that connects academic concepts to students' lives and interests. For instance, a statistics unit might involve analyzing real data to explore a scientific question, while a persuasive writing project could entail creating a social media campaign on a meaningful issue.
4. Student Agency: Within clear parameters, students have the autonomy to choose which learning objectives to pursue when, and to dive into passion projects that emerge from their studies. Research confirms this agency fuels intrinsic motivation, engagement, and achievement.

In terms of specific curriculum development, Unbound Academy is creating a unique blend of proprietary materials and curated digital resources to build out our mastery-based, tech-enabled curriculum.[2] Expert curriculum designers, in partnership with experienced educators, are crafting detailed scopes and sequences for

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[2] See Exhibit I for a detailed Course Description

each subject to ensure seamless alignment with Arkansas standards as well as ample opportunity for applied, interdisciplinary learning. Key curriculum components include:

- Interactive, adaptive lessons and assessments
- Project-based learning guides and rubrics
- Curated resource collections for extension and enrichment
- Offline activity suggestions to complement online work
- Progress monitoring and data visualization tools

Our thoughtful design process, combined with the transformative potential of self-paced mastery, adaptivity, authentic application, and student agency, position Unbound Academy to not just meet but exceed Arkansas standards.[3]

b) **Provide evidence or documentation that the literacy curriculum chosen is based on the science of reading. Describe your strategy for students reading at or above grade level or higher and your strategy for students reading below grade level.**

At Unbound Academy, our innovative curriculum is designed to exceed Arkansas state standards through a blend of adaptive technology, personalized learning pathways, and research-validated literacy programs grounded in the science of reading.

The cornerstone of our approach is adaptive learning software that creates individualized learning plans for each student based on their unique needs and abilities. This technology allows advanced students to accelerate their learning while providing targeted interventions for those needing extra support, ensuring all students are appropriately challenged.

For literacy specifically, our curriculum employs programs like Wilson Language Training and Orton-Gillingham, which are firmly grounded in the science of reading. These programs provide a systematic, multi-sensory approach to teaching the structure of language, moving from sounds to meaning units to syntax and semantics. They have been extensively researched and validated, demonstrating effectiveness for students at all reading levels. The details of our ELA curriculum are:

IXL Integration: Our English Language Arts (ELA) curriculum incorporates a comprehensive set of skills using the IXL platform. This platform supports personalized learning through interactive practice in various language arts concepts. The IXL program provides targeted practice in essential skills, ensuring that students master key standards and can apply their knowledge.

Skill-Specific Focus: The IXL curriculum covers a broad spectrum of ELA topics crucial for developing language. These include, but are not limited to:

- **Grammar and Mechanics**: Correct usage of semicolons, colons, commas, subject-verb agreement, and punctuation
- **Vocabulary Development**: Use of Greek and Latin roots, dictionary and thesaurus entries, and understanding antonyms and synonyms.
- **Reading Comprehension**: Identifying thesis statements, supporting details, and analyzing informational passages and literary texts.
- **Writing and Composition**: Formatting quotations, identifying counterclaims, and improving sentence structure through the use of varied sentences and parallel structure.

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[3] See Exhibit J for more detail on our ELA Apps.

Diverse Textual Analysis: To deepen comprehension and analytical skills, students engage with a range of texts, including seminal works like *The Giver* and *The Outsiders*, as well as historical narratives such as *Narrative of the Life of Frederick Douglass* and *Travels with Charley*. These analyses help students connect literary themes to broader historical and social contexts.

Adherence to Standards: The Unbound Academy curriculum, while uniquely tailored, integrates resources like IXL to ensure that all students meet and exceed the Arkansas State Standards. By leveraging the detailed and structured practice offered by IXL, we maintain a high standard of academic rigor across all key areas of language arts.

Flexibility and Adaptation: Our curriculum remains adaptable, allowing us to incorporate additional resources such as Wilson Language Training and Orton-Gillingham (OG) to further support students' needs, especially those with reading difficulties or dyslexia. This ensures that our instructional strategies are inclusive and responsive to the diverse learning needs of our students.[4]

Advanced readers have access to a wide array of complex texts across genres and subjects to deepen their comprehension and background knowledge. Struggling readers receive intensive, individualized instruction from highly trained reading specialists using programs specifically designed for their needs, like Wilson Reading System and Language! Live. These interventions are seamlessly integrated into our multi-tiered system of support.

Across all levels, our focus on the five essential components of reading instruction – phonemic awareness, phonics, fluency, vocabulary, and comprehension – ensures a comprehensive approach. Students progress at their own pace, moving on only when they have fully grasped each concept, providing a strong foundation.

Our approach challenges traditional educational frameworks that often fail to meet the diverse needs of learners. Rather than rigid grade-level structures and teacher-led whole-group instruction, we offer flexible, student-centered learning powered by technology and data-driven insights.

In essence, Unbound Academy's literacy curriculum, anchored in the science of reading and powered by adaptive technology, is designed to meet each learner exactly where they are and provide the personalized instruction and support they need to not just meet, but exceed Arkansas standards. This innovative approach promises to unleash the full potential of every learner.

4) **Describe the professional learning opportunities and support provided to educators to implement the described academic plan.**

At Unbound Academy, we provide our educators with a robust system of professional development tailored to effectively implement our innovative academic model.

New educators engage in an immersive onboarding boot camp, delving into our educational philosophy, 2hr Learning approach, and strategic use of technology. They gain strategies for nurturing student autonomy, providing meaningful feedback, leveraging our learning management system, and utilizing data to personalize instruction.

Throughout the year, educators participate in weekly professional learning communities to collaborate with peers, share best practices, and problem-solve. They also access an online library of curated research, instructional videos, and peer-created resources for self-directed learning aligned with their professional goals.

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[4] See Exhibit K for detailed ELA Curriculum.

Quarterly workshops led by external experts on topics such as project-based learning, social-emotional development, and culturally responsive teaching immerse educators in cutting-edge research and techniques. Educators also partner with an instructional coach for individualized support in refining their facilitation of student-led exploration, analyzing data, and setting growth goals.

These targeted learning experiences are carefully designed to equip educators to actualize our student-centered model. By focusing on strategies for facilitating passion-driven projects and personalized support rather than direct instruction, they empower educators to bring Unbound Academy's transformative educational philosophy to life. This embedded approach to professional development, closely aligned with our academic vision, allows educators to continuously grow in their ability to meet the diverse needs of our students.

5) **Explain the proposed master schedule. Describe why this schedule will be optimal for student learning. Summarize how the school will plan time for teacher development, tiered interventions, enrichment, tutoring, acceleration, and other academic activities. Provide a copy of the proposed annual academic calendar and proposed master schedule with this application.**

Unbound Academy's innovative master schedule and annual calendar are tailored to optimize student learning, achievement, and individualized growth, significantly differing from conventional school structures in Arkansas. By leveraging a mastery-based progression model and integrating enriching real-world workshops, our approach represents a substantial departure from mainstream educational practices.

Personalized Morning Academic Sessions (9:00 AM - 11:00 AM):
The morning sessions are dedicated to core academic subjects, with students engaging in personalized learning powered by adaptive software and AI technologies. This approach, proven to double learning outcomes compared to traditional methods, allows each student to progress at their own pace, ensuring they master concepts before moving on.

In the Morning Block, students engage in focused core subject learning. The schedule includes 2.5 hours each of Reading, Writing, Math, and Science per week, providing a minimum of 10 hours of core academic instruction. The self-paced lessons, small groups, and personalized practice in these subjects allow students to advance upon demonstrating true mastery of each concept, contrasting with the time-based progression in traditional schools. Students deeply grasp material at their own pace, with our rigorous 90% passing standard far exceeding state requirements.

Life Skills Workshops (1:00 PM - 3:00 PM):
The afternoon sessions are devoted to project-based learning workshops that develop critical life skills such as teamwork, leadership, entrepreneurship, and public speaking. These hands-on, collaborative activities prepare students for real-world challenges and foster a love for learning.

The Afternoon Block features mandatory enrichment workshops that immerse students in experiential learning on practical topics like communication, collaboration, problem-solving, and social-emotional development. These hands-on sessions reinforce morning lessons through real-world application while building vital life skills – an element often lacking in standard school schedules. For example, students might participate in "Learn to Learn" workshops focused on effective learning strategies on Monday, Wednesday, and Friday, while Tuesday and Thursday could include "Quest Teamwork" workshops emphasizing collaboration and problem-solving skills through group projects and activities. Other workshops include "Power Play," "Legends," "Town Hall," "Check Chart," and "Love of School," among others. This provides students with 10 hours per week of daily workshops.

Dedicated blocks for one-on-one tutoring and targeted small group interventions are provided based on frequent formative assessments that pinpoint each student's unique needs. Our tiered model adapts to their individual academic profiles in a way not possible with rigid conventional schedules, providing remediation or advanced enrichment to propel growth across all levels.

Unbound's annual calendar thoughtfully balances instructional time, breaks, and staff development:

- 180 instructional days (exceeding 75,600 minutes)
- First day of school: August 11, 2025
- Last day of school: May 29, 2026
- Scheduled holidays: Labor Day (Sept 1), Fall Break (Oct 8-10), Thanksgiving Break (Nov 26-28), Winter Break (Dec 23 - Jan 2), MLK Day (Jan 19), Winter Break (Feb 24-27), Good Friday (Apr 3), Spring Break (Apr 20-24), and Memorial Day (May 25)
- Teacher workdays/professional development: Three days prior to start of school year (Aug 6-8) for final preparation, two days following the end of school year (June 1-2) for debrief, and fourteen additional days throughout the year (Oct 8-10, Nov 25, Dec 22, Feb 24-27, Apr 20-24) for reflection, collaboration, and targeted professional development based on identified student and staff needs.

By weaving together mastery-based academics, experiential workshops, and personalized supports in an innovative schedule and calendar, Unbound Academy accelerates achievement and delivers a uniquely comprehensive experience that develops the whole student and prepares them for boundless futures.

B. Academic Performance

1) **Explain the process for setting, monitoring, and revising academic performance goals. Include in your response how the proposed school will use data to improve instruction, inform professional development, and evaluate curriculum.**

Here is Unbound Academy's process for setting, monitoring, and revising academic performance expectations:

Setting Expectations: We establish a rigorous mastery standard that far exceeds state requirements. Students must demonstrate complete mastery of each concept through repeated in-app testing with a high accuracy rate (typically 90%+) before progressing. Advancement in the academic material is based solely on competency attainment, not age or time spent. This ensures students thoroughly understand and retain concepts. Research supports the effectiveness of mastery-based progression. A meta-analysis by Kulik et al. (1990) found that mastery learning programs had an average effect size of 0.52, equivalent to a 19-percentile point gain. We have seen similar improvements in our affiliated private schools.

Monitoring Progress: Our adaptive learning system collects real-time data on each student's concept mastery rates, error patterns, and performance on embedded formative assessments. Teachers and administrators regularly review this data to identify areas of strength or struggle for each student. Targeted interventions such as additional practice or 1:1 tutoring are promptly implemented if a student's mastery rate falls below our set criteria.

This data-driven approach contrasts with conventional models that rely on infrequent, high-stakes testing. Studies show that formative assessment and real-time feedback, key components of our model, can produce significant learning gains, with effect sizes of 0.70-0.90 (Black & Wiliam, 1998).

Revising Expectations: If school-wide data indicates a significant portion of students are not meeting the mastery expectation, we re-evaluate our curriculum and methods. Revisions may include adjusting the scope and sequence, incorporating additional scaffolding, or modifying mastery criteria for specific objectives.
For example, if data revealed that only 85% of students were achieving mastery in fractions, we would break down that topic into smaller sub-skills, provide more concrete manipulatives and visual models, and possibly adjust the mastery requirement slightly for those specific skills while maintaining rigorous standards for other areas. In a previous program, using this data-driven revision process to break down challenging topics increased mastery rates from 80% to 95%.

Defining Success: We define success based on standardized testing performance. Specifically, we measure success by the percentage of students and subjects scoring in the 90th percentile or above in Arkansas standardized testing. This well-rounded definition of success, emphasizing true mastery and personal development alongside test scores, sets our model apart. By combining competency-based progression with ongoing data monitoring and evidence-based revisions, we provide each student with the personalized support they need to reach their full potential.

At Unbound Academy, our literacy instruction is designed to meet the rigorous standards set by the Right to Read Act and the R.I.S.E. Arkansas initiative. All guides will complete a state-approved pathway that ensures proficiency in the Science of Reading, covering essential elements such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. This training equips our educators to deliver high-quality, research-based literacy education that aligns with state standards.

Our Head of School will be thoroughly trained and certified to assess the guides' proficiency in the Science of Reading. This includes evaluating the effectiveness of reading instruction, offering targeted feedback, and directing professional development initiatives to uphold the high standards of literacy instruction throughout the school.

To support our guides in mastering the Science of Reading, we will provide ongoing professional development opportunities, utilizing resources like the ArkansasIDEAS platform, which offers an 18-hour learning path dedicated to the Science of Reading. This structured learning ensures that our educators continually refine their skills and stay current with the latest research and best practices.

Through these comprehensive training programs and continuous professional development, Unbound Academy is committed to cultivating a teaching team that is both skilled and passionate about delivering effective, evidence-based reading instruction, empowering our students to reach their fullest potential.

2) **Describe the promotion/retention policies for instructional staff.**

At Unbound Academy, our instructional staff promotion and retention policies are structured to ensure consistent delivery of our innovative educational model and to drive strong student outcomes in Arkansas.

Promotion Criteria and Process: Guides are considered for promotion based on sustained exceptional performance over multiple years, as evidenced by:

- o At least 90% of their students consistently meeting or exceeding academic proficiency standards
- o Overwhelmingly positive student feedback via semesterly surveys, demonstrating strong mentor-student relationships
- o High student engagement and participation levels in Guide-led extracurricular activities

Guides who meet these rigorous criteria are eligible for leadership roles such as peer coaching, curriculum development, and new Guide onboarding. Promotion decisions are made annually by school leadership based on a comprehensive review of Guide performance data.

Retention and Improvement Process: Guides who fail to meet performance expectations undergo a structured improvement process:

1. Targeted Skill Development: Guides complete focused training in areas identified for growth based on student performance and feedback data.
2. Increased Coaching and Mentorship: Guides receive more frequent one-on-one coaching sessions with veteran Guides and are paired with a high-performing peer mentor.
3. Reassessment and Final Decision: After one semester in the improvement process, Guide performance is reassessed against promotion criteria. If adequate growth is not demonstrated, Guides are considered for reassignment to a non-instructional role or termination.

Our promotion and retention policies go beyond conventional evaluation practices by heavily weighing quantitative student outcome data and direct student feedback to gauge Guide effectiveness. This data-driven approach, coupled with a robust support system for continuous improvement, ensures that Guides are consistently equipped to fulfill our school's unique mission and deliver exceptional, personalized learning experiences.

Section 3: Student Services and Special Populations

1) **Explain the proposed charter school's Multi-Tiered System of Support (MTSS) or similar intervention service models. Please include a description of the model, data, and components that will help ensure students receive high-quality instruction.**

At Unbound Academy, our Multi-Tiered System of Support (MTSS) integrates real-time data, evidence-based practices, and adaptive learning technology to deliver high-quality, differentiated instruction tailored to each student's needs. Our model ensures continuous monitoring and support through three levels of intervention, each building on the previous to provide comprehensive educational assistance.

In Tier 1, all students engage with a rigorous, mastery-based core curriculum delivered through our adaptive platform. This technology-rich environment continuously assesses student performance, allowing us to embed evidence-based practices directly within the curriculum. As students work through their lessons, the platform's built-in assessments help identify those who may require additional support, ensuring that every student receives the foundational instruction necessary for academic success.

For students needing more focused assistance, Tier 2 offers targeted interventions. These students participate in small group sessions designed to address specific skill gaps identified through our diagnostic tools and research-validated instructional programs. Importantly, students in Tier 2 continue to benefit from the core curriculum, with these additional supports integrated into their regular learning schedules to enhance their overall progress.

When students still face challenges despite Tier 2 support, Tier 3 provides intensive, individualized interventions. These measures include one-on-one tutoring and specialized instructional programs, along with an increased frequency of intervention sessions. Weekly progress monitoring allows us to assess the effectiveness of these strategies, making necessary adjustments to ensure each student receives the precise support they need to advance.

Key to the success of our MTSS model is the integration of adaptive learning technology, which personalizes each student's educational path and informs our decisions on intervention strategies. This technology enables us to swiftly adapt to each student's progress, ensuring that instructional support is both timely and effective.

Our mastery-based progression approach guarantees that students thoroughly understand each concept before moving on to more complex material. This method not only reinforces foundational skills but also prepares students for future academic challenges by fostering a deep, lasting comprehension of the subject matter.

Collaboration among educators, specialists, and families is a cornerstone of our MTSS framework. At every level, we engage these stakeholders in a continuous dialogue to analyze data, identify the root causes of academic difficulties, and develop tailored intervention plans. This collaborative problem-solving process ensures that each student's unique needs are comprehensively addressed.

Furthermore, we are committed to providing equitable and culturally responsive support for all students, with a particular focus on those from historically marginalized communities. Our interventions are designed to be inclusive and sensitive to the diverse backgrounds of our student population, ensuring that every student has access to the resources and support they need to succeed.

By seamlessly integrating technology, evidence-based instructional practices, and intensive interventions, Unbound Academy's MTSS model creates a dynamic and supportive educational environment. This approach

ensures that each student receives personalized guidance and assistance, empowering them to achieve their fullest potential within our rigorous academic program.

2) **Describe school-wide, research-based instructional strategies that specifically benefit students with disabilities, emergent bilingual/English learners, and students performing above and below grade level in the same classroom environment.**

At Unbound Academy, we utilize a blend of research-backed instructional strategies to support students with disabilities, emergent bilingual/English learners, and those performing above or below grade level, ensuring all students thrive within an inclusive classroom setting.

Our instructional framework incorporates evidence-based practices tailored to meet the needs of our diverse student body. Differentiated instruction is central to our approach, allowing us to customize learning experiences according to individual student needs. This flexibility ensures that all students, whether they are excelling or require additional support, receive appropriate challenges and assistance.

For students with disabilities, we implement multisensory learning techniques and scaffolding strategies aligned with their Individualized Education Programs (IEPs). These methods, which include visual aids, hands-on activities, and structured supports, help make learning more accessible and engaging for these students. Additionally, our guides receive ongoing training to effectively adapt instruction and employ accommodations that enhance academic achievement and engagement for students with disabilities.

Emergent bilingual/English learners benefit from our use of sheltered instruction strategies that make academic content comprehensible while simultaneously fostering language development. Guides are trained to use visual supports, clear and simplified language, and vocabulary-building activities. These methods ensure that English learners can access the curriculum effectively while developing their language proficiency in a supportive environment.

For students performing above grade level, we offer opportunities for acceleration and enrichment through personalized learning plans and advanced project-based activities. These students can progress through content more quickly and engage in deeper exploration of subjects that interest them, which keeps them motivated and challenged.

Students performing below grade level receive targeted interventions through a competency-based progression system. This system allows for repeated practice and mastery of fundamental concepts before advancing, ensuring that students solidify their understanding and build confidence. Frequent formative assessments are used to identify learning gaps and provide timely, tailored interventions.

Moreover, collaborative learning plays a crucial role in our classrooms. By working in diverse groups, students support one another's learning, share different perspectives, and develop social and academic skills. This peer-to-peer interaction helps students at varying proficiency levels learn from each other and build a stronger learning community.

Metacognitive skill-building is another vital component of our instructional approach. We explicitly teach students how to set goals, self-monitor, and reflect on their learning processes, which fosters greater independence and self-directed learning. These skills are particularly beneficial for all students as they navigate their educational journeys.

Finally, real-world problem-solving and project-based learning are integrated into our curriculum to make learning relevant and engaging. These strategies connect academic content to practical, real-life scenarios, which not only enhances understanding but also motivates students by showing them the tangible applications of their knowledge.

Unbound Academy's commitment to using research-supported strategies, individualized learning plans, and a collaborative, inclusive environment ensures that all students—regardless of their abilities or academic levels—receive the support and opportunities they need to succeed.

3) **Describe how the charter school intends to identify, evaluate, and appropriately place exceptional students with disabilities in the most appropriate educational setting.**

Unbound Academy is dedicated to providing a welcoming and personalized learning environment for all students, including those with disabilities. To meet the needs of these students, we follow a process that complies with the Individuals with Disabilities Education Act (IDEA), particularly its "Child Find" requirement, which mandates that we actively look for and identify students who might need special education services.

From the start, we focus on early identification. Within the first 45 days of a student enrolling, we review their previous school records, observe them in the classroom, and gather insights from their parents. This early screening helps us spot any students who might need extra support. Our Guides, who are specially trained, play a crucial role in this process by keeping a close eye on each student's progress and noting any early signs of learning or behavioral challenges.

When we identify a student who may need additional support, we take a closer look at their situation. This involves reviewing their academic performance and behaviors and considering what their parents have to say. We also use assessments to understand specific areas where the student might be struggling and observe them in their learning environment to see how these difficulties impact their education. We believe it's essential to involve the student, their family, and their Guide in this process, so we get a complete picture from all perspectives.

If these initial screenings suggest that a student might benefit from special education services, we carry out formal evaluations with the consent of the parents. These evaluations are done by qualified professionals and are designed to be thorough and accurate, ensuring we understand the student's needs fully.

Once we determine that a student needs special education, we create an Individualized Education Program (IEP) tailored specifically to them. The IEP outlines the accommodations, modifications, and services the student will receive to help them succeed in their learning. Our flexible learning model allows these supports to fit seamlessly into the student's everyday experience. We aim to keep students in the general education setting as much as possible, providing the necessary support while including them with their peers.

Accommodations might include using assistive technology for reading or writing, adapting assignments to better match the student's learning goals, offering additional instructional time with a special education guide, or developing plans to support positive behavior and social-emotional growth. These supports are woven into our educational approach to help students with disabilities flourish alongside their classmates.

For services that are best delivered in person, such as certain therapies, we will utilize a network of external counselors and therapists. This network ensures that when virtual support is insufficient, students can receive in-person services in a location convenient for the family, such as their home, a public library, or the therapist's

office. Our Special Education Guide coordinates these services, ensuring they are seamlessly integrated into the student's IEP and overall educational plan.

We keep the lines of communication open with families throughout this process, regularly updating them on their child's progress and working together to adjust supports as needed. Our IEP team, which includes guides, the special education guide, parents, and often the student, meets regularly to review how well the plan is working and make changes as the student's needs evolve.

All our staff receive ongoing training in inclusive practices and strategies to support students with disabilities. This training includes understanding how to use our adaptive technologies, provided by 2hr Learning, to ensure that all students can fully engage with the curriculum and participate actively in our learning community. This commitment to training and professional development helps our Guides stay current with best practices in special education and continuously improve their ability to support students with diverse needs effectively.

At Unbound Academy, we are committed to ensuring that all families within our school community are well-informed about the availability of special education services and the importance of early identification of students who may need additional support. As part of our Child Find Plan, we will integrate public awareness activities into our standard communication channels to ensure that this crucial information reaches every parent and guardian.

Upon enrollment, families will receive comprehensive information about their rights under the Individuals with Disabilities Education Act (IDEA) through our parent-student handbook and orientation materials. We will also regularly reinforce this information in our school newsletters, during virtual parent-teacher conferences, and through targeted emails. These communications will highlight the availability of special education services, how to inquire about support, and the process for addressing any concerns related to their child's learning needs.

In addition, Unbound Academy will host periodic virtual workshops specifically designed to help parents recognize early signs of learning challenges and understand the steps to request assessments or additional support. These sessions will not only educate families but also encourage proactive engagement with our special education resources. By embedding these awareness activities into our ongoing communication and educational outreach, we guarantee that all students at Unbound Academy have access to the support they need to thrive.

At Unbound Academy, we are deeply committed to creating an inclusive environment where all students, including those with disabilities, can thrive. Our approach is rooted in compliance with federal and state special education laws, ensuring that each student's unique needs are met with the appropriate support and resources.

1. Least Restrictive Environment (LRE) Continuum

Our philosophy is to educate students with disabilities in the Least Restrictive Environment (LRE), meaning that they will learn alongside their non-disabled peers whenever appropriate. At Unbound Academy, the continuum of LRE options includes:

- General Education with Accommodations: Most students will be educated within the general education virtual classroom with necessary accommodations. These might include modified assignments, assistive technologies, additional instructional support, or behavioral interventions tailored to the student's IEP.

- Specialized Virtual Instruction: For students requiring more intensive interventions, we will offer specialized virtual instruction delivered by our Special Education Guide and other professionals. This

instruction may include targeted small group sessions or one-on-one support focused on the student's specific needs.

- In-Person Services: When virtual support is insufficient, we will arrange for in-person services such as occupational therapy, physical therapy, or speech-language therapy through a network of licensed professionals. These services will be provided at locations convenient for the family, such as the student's home, a public library, or the therapist's office, ensuring the student receives the necessary support in the most appropriate setting.

- Alternative Educational Settings: For students whose needs cannot be met through the above options, we will collaborate with the student's IEP team, parents and external experts, to explore alternative educational placements. This could involve partnerships with specialized schools or programs that offer more intensive services than we can provide in our virtual setting.

Our goal is to balance the need for specialized instruction with the benefits of inclusive education, ensuring that each student's educational setting is both supportive and conducive to their growth.

2. Compliance with Federal and State Special Education Laws

Unbound Academy will strictly adhere to all federal and state laws regarding the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and relevant Arkansas regulations. Our process begins with the Child Find mandate, ensuring that all students who may require special education services are identified, evaluated, and appropriately placed.

We will create and implement Individualized Education Programs (IEPs) for all eligible students. These IEPs will be developed collaboratively with input from the student's family, our Special Education Guide, general educators, and related service providers. The IEP will detail the student's educational needs, the services they will receive, and the methods for measuring progress.

All staff, including general education guides and administrators, will receive ongoing training on special education laws, inclusive practices, and the use of adaptive technologies. This training ensures that all staff are knowledgeable about their legal responsibilities and equipped to support students with disabilities effectively.

We will regularly monitor each student's progress toward their IEP goals, holding annual reviews or more frequent meetings if necessary. Adjustments to the IEP will be made as the student's needs evolve, ensuring that our educational practices remain compliant with legal requirements and responsive to individual needs.

3. Provision of Related Services

Unbound Academy is committed to ensuring that students who require related services such as Speech-Language Therapy, Occupational Therapy, and Physical Therapy receive these supports in a timely and effective manner. We will contract with licensed professionals to deliver these services either virtually or in person, depending on the specific needs of the student.

Our network of therapists and counselors will provide services at an average rate of $90 per hour, with the budget assuming as a baseline 200 hours per year per 250 students. These services will be integrated into the student's IEP and coordinated by our Special Education Guide to ensure seamless support.

We recognize the importance of appropriately funding these services. While we have not included grants in our budget due to uncertainty in funding, we will actively apply for relevant grants in light of the needs of our student population. Additionally, we plan to obtain a Medicaid provider number, enabling us to bill Medicaid for eligible services. We understand that Medicaid cannot be the sole funding source, and we are committed to covering the Medicaid match and any additional costs necessary to provide these essential services.

4) **Describe how the school will meet the needs of English Language Learners (ELL). Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.**

At Unbound Academy, we are dedicated to providing English Language Learners (ELLs) with equitable access to our rigorous academic program and the support needed to excel both linguistically and academically.

When students enroll at our school, they complete a Home Language Survey to identify those who may need ELL services. Students identified as potential ELLs are then assessed using an English language proficiency test to determine their eligibility for these services. Based on the assessment results, we develop a personalized learning plan for each student that integrates specific language development goals and essential resources to support their academic progress.

Our mastery-based, self-paced curriculum inherently accommodates the diverse needs of ELLs, allowing them to progress at their own pace. This flexible approach enables students to spend additional time on challenging concepts while advancing quickly through content they understand well. By embedding adaptive online programs like Duolingo into each ELL's daily learning plan, we ensure that they can enhance their language skills without missing out on core academic content. Additionally, our instructional staff receives training in sheltered instruction and culturally responsive teaching, equipping them to effectively scaffold lessons and provide targeted support for ELLs.

We take a proactive and personal approach to engaging ELL families, treating them as essential partners in the educational process. Through interactive workshops, we guide families on how to navigate our learning platform, understand language proficiency levels, and support language development at home. We collaborate closely with families to develop and regularly review each ELL student's Individualized Language Learning Plan, ensuring that it meets their unique needs. Our staff conducts frequent check-ins with ELL families to discuss the student's progress, gather feedback, and address any concerns, going beyond traditional engagement practices to foster a supportive learning environment.

By personalizing instruction, leveraging adaptive technology, and actively engaging with families, Unbound Academy is committed to providing ELL students with the support and opportunities they need to thrive academically and linguistically. This comprehensive approach ensures that every ELL student has the tools to succeed in our academic program while developing their English language skills.

In accordance with federal and state requirements, Unbound Academy will ensure that non-English speaking parents have equitable access to all school-related information and services. To determine the English proficiency of parents, we will utilize the Home Language Survey as part of our enrollment process. This survey not only helps identify students who may need English Language Learner services but also identifies households where a language other than English is spoken. If the HLS indicates that a language other than English is the primary language spoken at home, we will follow up with parents to determine their need for language assistance.

For families identified as needing language support, Unbound Academy will provide translation and interpretation services as required by federal law, ensuring that all communications, including academic reports, school policies, and other essential information, are accessible. We will utilize a combination of trained professionals and reliable translation tools, depending on the context and sensitivity of the information being conveyed. This approach allows us to efficiently engage all families, ensuring they can fully participate in their child's education while maintaining high standards for accuracy and clarity in communication.

5) **Describe how the school will meet the needs of gifted and talented students. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.**

At Unbound Academy, we will implement a comprehensive approach to identify and support our gifted and talented learners. Our identification process will use a range of data sources, including academic records, universal cognitive assessments, feedback from parents and students, and observations by our Guides. These observations will help spot indicators of exceptional abilities, such as advanced creativity, problem-solving skills, and intellectual curiosity.

Once identified, gifted students will have full access to our innovative learning model. Our self-paced, mastery-based approach allows them to accelerate their learning, delve into subjects in greater depth, and progress based on their mastery of the material. Through extensive project-based learning, gifted learners will have opportunities to explore complex topics, fostering a deeper understanding and application of their knowledge.

We will provide various enrichment opportunities tailored to their unique talents. These will include specialized workshops, individual research projects, coding workshops, and academic competitions. Such activities will offer our gifted students avenues to expand their skills and pursue their interests beyond the standard curriculum.

Family engagement is crucial in supporting gifted students. We will collaborate with parents to develop Personalized Learning Plans that outline targeted strategies for supporting their child's needs. Our Guides will maintain regular communication with families, sharing progress updates, suggesting extension activities, and connecting them with resources. Family workshops on gifted education topics and student showcases will further strengthen our home-school partnerships.

Through this combination of individualized learning paths, in-depth project-based activities, enrichment opportunities, and active family involvement, Unbound Academy will provide a robust and supportive environment for our gifted learners to reach their full potential.

In accordance with Arkansas Code § 6-20-2208, Unbound Academy is fully committed to meeting the state's requirements for gifted and talented education. We will allocate the necessary state and local revenues to support our GT programs, ensuring that 0.15% of our foundation funding, multiplied by 5% of our average daily membership (ADM), is dedicated to these services. This allocation will enhance our instructional offerings, enabling all identified gifted students to receive appropriate and high-quality support that complies with state standards.

Our GT services will be designed and implemented in strict accordance with the Arkansas Department of Education's guidelines for Gifted and Talented Program Approval. We will employ a robust identification process, incorporating both objective and subjective measures such as standardized assessments, behavioral checklists, and feedback from parents, teachers, and students. This process will ensure that all students with exceptional potential, including those from diverse backgrounds, are fairly considered for our gifted programs. Our

identification committee, made up of Guides with appropriate training, will follow clear, uniformly implemented procedures to make informed decisions on student placement.

Once identified, gifted students at Unbound Academy will benefit from a curriculum that is not only differentiated in content, process, and product but also designed to extend the regular curriculum. In keeping with the virtual nature of our school, we will offer specialized online workshops, enrichment activities, and advanced project-based learning opportunities tailored to the needs of our gifted learners. These activities will allow students to engage deeply with challenging material, explore their interests in greater depth, and collaborate with peers who share similar abilities and passions. By providing these opportunities, we will ensure that our gifted students are continually stimulated and supported in their academic growth.

To ensure the continuous improvement and effectiveness of our GT program, we will conduct regular assessments, including annual reviews of student progress, program goals, and instructional methods. These assessments will be based on program objectives and will use a variety of tools to gather comprehensive data on student outcomes and program effectiveness. The results will be compiled into an annual report, which will be shared with the Arkansas Department of Education, guaranteeing transparency and accountability in our efforts to meet the needs of gifted and talented students.

Moreover, Unbound Academy will ensure that our GT program is fully compliant with Standard 2-G.1, which mandates that all public school districts in Arkansas provide gifted and talented services in accordance with state laws and the rules of the Division of Elementary and Secondary Education (DESE). By documenting our identification procedures, service offerings, and methods for monitoring and evaluating student progress, we will ensure that our program aligns with these regulations. Through these efforts, we will provide equitable, rigorous, and state-approved educational opportunities for our gifted and talented learners, ensuring that our school not only meets but exceeds the high standards expected by the state of Arkansas.

6) **Describe how the school will meet the needs of students at risk of academic failure. Include the procedures that will be utilized for identifying students, ensuring that they have equitable access to the school's programming, and engaging with their families.**

At Unbound Academy, we are dedicated to supporting students who may be at risk of academic failure through a thoughtful and comprehensive approach that emphasizes early identification, equitable access to our programs, and strong family engagement. Our strategy begins with a keen focus on understanding each student's individual needs. We will rely on a variety of data points, such as academic performance, attendance records, and behavioral and social-emotional indicators, to gain a full picture of each student's unique situation. This allows us to recognize early signs of academic struggle and intervene promptly.

Once students are identified as needing additional support, we will develop personalized intervention plans tailored to their specific needs. These plans will be crafted collaboratively by the students' Guides, our student support team, and their families. The interventions will be varied and might include additional one-on-one or small-group sessions with Guides, adjustments to learning paths that emphasize foundational skills, or integrating personal interests into learning activities to boost engagement and motivation. Our goal is to ensure that each student receives the right balance of challenge and support to help them progress.

We are committed to ensuring that every student at Unbound Academy, regardless of their risk status, has full access to our rich and engaging curriculum. Our mastery-based model allows students to learn at their own pace, which naturally accommodates diverse learning needs and provides differentiated support. This flexibility is

crucial in helping at-risk students thrive by allowing them to advance once they have truly mastered the content, rather than being forced to move on before they are ready.

Equally important to our approach is the role of families in the educational journey of their children. We believe that families are essential partners in supporting at-risk students, and we will actively engage them in several meaningful ways. Regular communication with families will be a cornerstone of our strategy, with weekly updates on their child's progress to keep them informed and involved. Additionally, we will hold regular conferences where families and Guides can collaboratively review progress and refine support plans as needed.

To further support our students' families, we will connect them with community resources that can provide additional assistance outside of the school environment. We also plan to offer workshops aimed at equipping families with practical tools and strategies to support their child's learning at home. By maintaining open and consistent communication, we strive to build a robust network of support around each student.

In essence, at Unbound Academy, our approach to supporting students at risk of academic failure is grounded in early intervention, personalized support, and strong family partnerships. By addressing each student's unique needs and fostering a collaborative environment with their families, we aim to create an educational experience that empowers every student to succeed both academically and socially.

7) **As required by Ark. Code Ann. §6-41-603, all charter schools are required to screen every student in kindergarten through grade 3 (K-3) and those in grades 3-12 who experience difficulty with fluency using a high-quality, evidence-based screener approved by the Division of Elementary and Secondary Education. Screeners should use the Arkansas Literacy screening assessment in their evaluation. In addition to the screening requirements, describe how the school will provide literacy intervention and dyslexia services for identified students.**

At Unbound Academy, we are committed to early identification and intervention for students with reading difficulties and dyslexia. We will screen students in grades 4-8 who exhibit challenges with fluency, utilizing the Arkansas Literacy Screening Assessment. This process allows us to identify students needing additional support promptly and accurately.

Our literacy intervention strategy is powered by our virtual learning platform, which integrates data-driven decision-making and personalized support. By continuously collecting and analyzing student performance data, we can tailor our interventions to each student's unique needs. This ensures that interventions are responsive and adjustments can be made swiftly to improve student outcomes.

Our multi-tiered system of support (MTSS) provides a structured approach to literacy intervention. For students identified with reading difficulties or dyslexia, we offer targeted instruction that focuses on critical areas such as phonemic awareness, phonics, vocabulary, fluency, and comprehension. These interventions are delivered by trained specialists through our virtual platform, which supports interactive and adaptive learning tools designed to enhance engagement and learning effectiveness.

Progress monitoring is integral to our approach. We conduct regular assessments to track student progress and adjust interventions accordingly. This continuous feedback loop ensures that our support remains effective and responsive to each student's development.

In addition to direct interventions, we place a strong emphasis on professional development for our educators. They will receive ongoing training on the latest research and best practices in literacy and dyslexia intervention, ensuring they are well-equipped to deliver high-quality, individualized support.

We also prioritize family engagement. By providing parents with resources and guidance on how to support literacy development at home, we foster a collaborative environment that reinforces our interventions.

Our innovative use of technology, data-driven interventions, and commitment to professional development and family involvement position Unbound Academy to effectively support students with reading difficulties and dyslexia.

At Unbound Academy, we are committed to ensuring that all students in grades 4-8, including those with reading difficulties and dyslexia, receive the support they need to succeed. We will screen students who exhibit challenges with reading fluency using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as our primary screening tool. This evidence-based assessment, recognized by the Arkansas Division of Elementary and Secondary Education, will be administered remotely through our virtual platform. This approach enables us to identify students who may require additional support in literacy, ensuring timely and accurate intervention.

We ensure that all students, including those with specialized needs, are included in the screening process. While the term "self-contained students" typically refers to those in separate classrooms in a traditional school setting, our fully virtual environment allows us to tailor the screening and support processes to meet each student's needs without the need for physical separation. This ensures that every student receives the necessary attention and assessment, regardless of their unique educational circumstances. While our current focus is on grades 4-8, if we expand to younger grade levels, we will also assess all K-2 students using Literably, an effective screening tool for early literacy.

For students identified through the screening as needing additional support, we will provide targeted dyslexia interventions. These interventions will be delivered by guides who have received specialized dyslexia training, as well as licensed specialists from our network. Together, they will deliver high-quality, individualized support using evidence-based programs. One of the key programs we plan to use is the Barton Reading and Spelling System, which is approved by the state of Arkansas.

Our virtual platform will facilitate the delivery of these interventions, making use of interactive tools to engage students in meaningful ways. By monitoring progress regularly and adapting our approach as needed, we ensure that our interventions are effective. Additionally, we will collaborate closely with parents, equipping them with the resources they need to support their child's literacy development at home. This holistic approach not only addresses the immediate literacy needs of our students but also builds a foundation for long-term success.

Section 4: School Climate

1) **Describe the intended school climate/environment. Explain how that climate will promote a positive academic environment and reinforce student intellectual and social development.**

   a) **Include in your explanation how the climate for students, teachers, administrators, and parents will be established.**

At Unbound Academy, our school climate is carefully crafted to foster a positive academic environment and support the intellectual and social development of our students. We aim to create a space where students, teachers, administrators, and parents feel engaged, supported, and motivated to succeed.

For students, our climate revolves around personalized learning. Each student will benefit from a supportive relationship with a guide, who serves not just as a teacher but as a mentor and coach. Our student-to-guide ratio of approximately 30:1 allows guides to provide individualized attention while managing group interactions effectively. Students will engage with adaptive learning software tailored to their individual progress, ensuring they receive instruction that meets them at their level. This approach promotes self-paced learning and helps students develop self-discipline and a sense of responsibility for their own education.

Academically, we emphasize mastery-based learning. Students must demonstrate a thorough understanding of each topic before moving on, ensuring deep comprehension and retention of material. This system replaces traditional grade progression with a more personalized approach, allowing each student to advance at their own pace. Socially, our students will participate in virtual group activities and collaborative projects that encourage interaction, teamwork, and the development of social skills.

For guides, we cultivate a professional and collaborative environment. Our guides are selected for their adaptability and commitment to personalized learning. They will receive ongoing professional development tailored to the needs of online instruction, including training in our specific educational software and methods. Weekly meetings and professional learning communities will provide opportunities for guides to share best practices, receive feedback, and continuously improve their instructional techniques. We believe that a well-supported and motivated teaching staff is crucial for student success.

Administrators at Unbound Academy will lead with transparency and a focus on continuous improvement. They will regularly communicate school performance metrics and engage with the community through virtual town halls and surveys. This open communication fosters a culture of trust and accountability, ensuring that the school's goals align with the needs and expectations of students, parents, and staff.

For parents, our climate includes active partnership and involvement. Parents will have access to regular updates on their child's progress and opportunities to participate in school governance through advisory councils and surveys. We will provide resources to support learning at home, making parents essential partners in their children's education.

Overall, our school climate is designed to be inclusive, supportive, and dynamic. By combining personalized learning with strong community engagement and continuous professional development for our staff, we aim to create an environment where every student can thrive academically and socially.

b) **Include in your explanation how the school climate will be supportive of students with a variety of needs, including students receiving special education services, English language learners, gifted and talented students, and students who are at risk of academic failure.**

At Unbound Academy, our school climate is designed to support a diverse range of student needs, creating a nurturing environment where every student can thrive. This includes specialized support for students receiving special education services, English language learners, gifted and talented students, and those at risk of academic failure.

Our personalized approach to learning ensures that each student receives the attention and resources they need to succeed. Guides play a central role in this by building strong, supportive relationships with their students. Acting as mentors and facilitators, they provide individualized support tailored to each student's unique needs. This personalized mentorship allows us to address the diverse learning requirements of our students more effectively than traditional lecture-based methods.

For students receiving special education services, we offer tailored accommodations and modifications to ensure they can access the curriculum and achieve grade-level standards. Our approach includes flexible pacing, assistive technologies, and a variety of instructional methods designed to meet their specific learning needs. We develop Individualized Education Programs (IEPs) in collaboration with parents, guides, and special education professionals, ensuring that each student's educational plan is aligned with their abilities and goals.

English language learners benefit from an integrated approach to language development that is embedded within their regular coursework. Rather than isolated ESL programs, we provide language support that is woven into immersive, content-based projects. This helps students develop their English skills in a natural context while engaging in meaningful academic work. Guides receive training in strategies for supporting English learners, enabling them to deliver effective, context-rich language instruction.

Gifted and talented students at Unbound Academy have opportunities to delve deeply into subjects that interest them through advanced projects and self-directed learning. Our model encourages these students to explore their passions and develop their talents beyond standard curriculum expectations. They also have the chance to serve as peer tutors or lead collaborative projects, which can further enhance their learning and leadership skills.

For students at risk of academic failure, we provide targeted interventions and supports designed to address their specific challenges. This includes one-on-one coaching, personalized learning plans, and additional tutoring sessions. We closely monitor their progress and adjust their learning strategies as needed to ensure they remain on track. Our guides are trained to recognize signs of academic struggle early and implement supportive measures promptly.

Overall, Unbound Academy's school climate is built on a foundation of high expectations paired with comprehensive support systems. We create a learning environment where every student, regardless of their background or abilities, receives the guidance and resources they need to succeed. Our emphasis on personalized learning, student agency, and community engagement fosters both academic excellence and social-emotional development, preparing students for long-term success in their educational journey.

2) **Describe the school's approach to discipline, behavior intervention, and classroom management. Highlight key policies, systems, and related structures and address how they will support the climate described in question 1 and will comply with Arkansas laws.**

Unbound Academy's approach to discipline, behavior intervention, and classroom management centers around restorative practices, positive reinforcement, and personalized support, creating a safe and nurturing environment for all students.

Our primary strategy is based on restorative justice, which moves away from punitive measures and focuses on repairing harm and rebuilding relationships. When conflicts occur, students are encouraged to participate in reflective dialogues, take responsibility for their actions, and work together to find solutions. This method promotes accountability and helps prevent future incidents by addressing the underlying issues.

We also implement a Positive Behavior Interventions and Supports (PBIS) framework that proactively teaches and reinforces behavioral expectations across three tiers. In Tier 1, we establish universal strategies such as clear rules and positive recognition. Tier 2 offers targeted interventions for students who need additional support, including mentorship through check-ins. Tier 3 provides individualized support plans for students with more significant needs. This structured system helps maintain a positive school climate and reduces behavioral issues.

Social-emotional learning (SEL) is integrated into our curriculum and daily activities. Students develop essential skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By embedding SEL into our routines, we support students' emotional and social development, which contributes to a respectful and collaborative school environment.

Personalized guidance is another cornerstone of our approach. Our Guides serve as mentors, offering tailored support and working closely with families to address any concerns. They are trained in trauma-informed practices and culturally responsive teaching, ensuring that they can meet the diverse needs of our student body. Regular check-ins help build strong relationships between Guides, students, and their families.

For more significant disciplinary issues, we use restorative conferences, which bring together the student, affected parties, and their Guide to discuss the impact of the behavior, make amends, and develop strategies to prevent recurrence. This approach replaces exclusionary practices like suspension, which can negatively affect academic performance and increase dropout rates.

Our policies and practices align with Arkansas Code § 6-18-516, which emphasizes the use of positive behavioral supports and intervention plans over punitive measures such as suspension and expulsion. We ensure compliance with this code by prioritizing supportive and rehabilitative approaches that foster a positive school climate and encourage student engagement and success.

Unbound Academy's discipline and behavior management policies focus on restorative justice, positive reinforcement through PBIS, and integrating SEL to promote a supportive and inclusive environment. By combining these strategies with personalized guidance and restorative conferences, we aim to cultivate a school culture that is both nurturing and conducive to student growth and learning.

3) **Briefly explain the general plan to engage parents in school life and communicate with them regularly about school matters.**

At Unbound Academy, we will actively engage parents in their children's educational journey through various digital platforms and personalized interactions. Our approach will focus on building meaningful relationships and fostering regular communication to ensure parents feel involved and informed about their child's progress and school activities.

We will provide a user-friendly online platform where parents can schedule meetings with their child's assigned guide at their convenience. This flexibility allows parents to discuss their child's academic performance, address any concerns, and collaborate on strategies for improvement without being constrained by traditional school hours.

Each student will be paired with a dedicated guide who will serve as the primary point of contact for their family. The guide will regularly communicate with parents through our integrated email system and online portal, providing updates on attendance, grades, and upcoming assignments. This consistent communication ensures that parents are always aware of their child's academic status and any support they might need.

Our comprehensive online parent portal will offer real-time access to important information such as performance data, feedback from guides, and details about school events and activities. This portal will also feature interactive discussion boards where parents can connect with each other, share experiences, and build a supportive community.

To further strengthen our school community, we will host a mix of virtual events, including workshops, town halls, and student exhibitions. These events will provide opportunities for parents to engage directly with the school, learn about educational resources, and participate in their child's learning experiences. We will offer on-demand access to recorded sessions to accommodate parents who cannot attend live events, ensuring no one misses out on important information.

Our commitment to regular and transparent communication, along with our flexible and inclusive engagement strategies, will empower parents as active partners in their child's education. Through these efforts, Unbound Academy aims to create a collaborative and supportive environment where parents feel valued and involved in their child's academic journey.

4) Will the school offer any extra and co-curricular activities? If so, please describe.

At Unbound Academy, our virtual learning environment is enriched by a range of extra and co-curricular activities that are seamlessly integrated into our educational program. These activities are designed to enhance student learning and provide opportunities for personal growth and development.

Life skills workshops are a core part of our daily schedule. Held every afternoon, these workshops focus on practical skills such as time management, goal setting, digital literacy, and effective communication. They are structured to help students apply these skills in real-world contexts, supporting their overall development and preparing them for future academic and personal success.

In addition to life skills, we will offer language learning as part of our standard curriculum. Students will have the opportunity to learn languages such as Spanish, French, and Mandarin. This language instruction will include cultural elements to enrich the learning experience and provide a broader understanding of the global context in which these languages are used.

We also recognize the importance of personalized academic support. Therefore, our program includes specialized academic workshops in various subjects, offering students additional opportunities to delve deeper into topics of interest or areas where they may need extra assistance. These workshops will be led by our guides, who are trained to provide targeted support and foster a collaborative learning environment.

To ensure our students stay engaged and connected, we will facilitate virtual meetups and study groups. These sessions provide a platform for students to interact with their peers, collaborate on projects, and discuss academic topics. This approach helps build a sense of community within our online setting and promotes effective teamwork skills.

These activities at Unbound Academy are not just add-ons but integral parts of our educational model, designed to complement our rigorous academic curriculum and support our mission of providing a holistic, well-rounded virtual education.

5) **Briefly explain and describe the school's policy concerning how the school will address grievances and complaints. Include what role the governing board may have in complaints. Attach a copy of the current handbook (if possible) describing those policies and procedures.**

At Unbound Academy, we are committed to providing a fair and transparent process for addressing grievances and complaints. Our policy aims to ensure that all concerns are handled respectfully and efficiently, fostering a positive and supportive school environment.

When a grievance or complaint arises, we encourage informal resolution through direct communication between the involved parties. Many issues can often be effectively resolved by discussing them openly and respectfully. If informal resolution does not lead to a satisfactory outcome, a formal process is available.

For formal complaints, the concerned party can submit a written complaint to the Head of School within five business days of the initial discussion or incident. The Head of School will conduct a thorough investigation, which involves gathering all relevant information, speaking with the involved parties, and reviewing any pertinent evidence. The goal is to understand the issue fully and to make a fair decision within ten business days.

If the resolution provided by the Head of School is not satisfactory, the complainant has the right to appeal to the governing board, which is the nonprofit board of directors of Unbound Academy. The appeal must be submitted within five business days following the decision of the Head of School. The governing board will review the appeal, undertake any additional investigation as necessary, and issue a final determination within fifteen business days. The board's role includes ensuring that due process is followed, policies are adhered to, and that an impartial perspective is maintained throughout the review process.

Our process emphasizes restorative practices and collaborative problem-solving. We strive to address the root cause of the complaint, repair any harm, and strengthen communication and relationships within our school community. The involvement of the governing board, as the nonprofit board of directors, reinforces our commitment to accountability, fairness, and adherence to school policies.

By implementing this structured grievance and complaint process, we aim to ensure that all voices are heard and all concerns are taken seriously, thereby maintaining a supportive and responsive environment for all members of the Unbound Academy community.

Please see the enclosed handbook from Alpha, a private school in Texas with which several of our directors are affiliated (Exhibit A).

Section 5: Organizational Plan

A. Governance and Leadership

1) **Please review the Statement of Assurances (see Appendix A) and acknowledge with your signature that they will be addressed through policies adopted by the charter school or sponsoring entity.**

   Acknowledged (see Appendix A)

2) **Board of Directors – Provide a list of proposed board members, if identified. Please include the actual or preferred roles of each member, a brief description of major responsibilities, their expertise area (i.e., academics, finances, legal, management, and operations, parents, community leaders, educator, operations, or community relations), and explain the selection process**

We intend to have 7 voting directors, of whom a majority will be Arkansas residents.[5]

1. MacKenzie Price
Role: President, Director
Expertise: Community Relations, Parent Engagement
Responsibilities: MacKenzie will lead efforts in outreach and community partnerships and manage parent engagement initiatives to build a supportive school community. She will also guide the strategic direction of board activities, ensuring alignment with the school's mission and goals.

2. Andrew S. Price
Role: Treasurer, Director
Expertise: Finance, Accounting
Responsibilities: Andrew will oversee financial management, including budgeting and financial reporting, and will chair the finance committee. His expertise will ensure that the school maintains fiscal responsibility and transparency.

3. Stefanie Baduria, PhD
Role: Secretary, Director
Expertise: Academics
Responsibilities: Stefanie will provide academic oversight, advising on curriculum development and educational policies. She will maintain accurate records of board activities and ensure effective communication of board decisions and documentation.

4. TBD
Role: Director
Potential Expertise: Management/Governance
Responsibilities: This member will facilitate board governance, contribute to strategic planning, and foster a collaborative culture within the board.

5. TBD
Role: Director
Potential Expertise: Operations, Technology

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[5] See Exhibit B for resumes and transcripts of identified board members.

Responsibilities: This member will guide the development and implementation of the school's operational strategies, including technology initiatives to support the online learning environment.

6. TBD
Role: Director
Potential Expertise: Legal, Compliance
Responsibilities: This member will ensure regulatory compliance and provide legal oversight, maintaining the integrity of the school's operations.

7. TBD
Role: Director
Potential Expertise: Educator, Curriculum
Responsibilities: This member will offer insights from an educator's perspective, contributing to the development and evaluation of academic policies and curriculum.

We will engage the school community in a public call for nominations to identify potential board members. The current board will screen nominations against established criteria, including commitment to the school's mission, relevant expertise, collaborative leadership, and a track record of results. Shortlisted candidates will be interviewed, and a recommended slate of candidates identified. The board will vote on the recommended slate in a public meeting. New board members will undergo training to prepare them for their roles.

The board will uphold the school's mission and values, monitor performance, hire and evaluate the head of school, establish key policies, and ensure legal and ethical integrity. They will also secure resources to support the school's sustainability and growth. This governance model allows the school leadership to focus on day-to-day operations while the board provides strategic oversight and accountability, aligning with Unbound Academy's vision of promoting educator autonomy and stakeholder engagement to foster transformative learning experiences.

3) **Identify the processes and structures that the proposed board will have in place to ensure:**
   a) **Effective and efficient operation of school governance**

Unbound Academy's governing board will implement a clear and accountable governance framework to ensure effective and efficient operation, supporting the school's mission of delivering high-quality online education.

The board will consist of 3 to 7 voting directors, each serving three-year terms. This size is intended to provide a range of perspectives while maintaining effective decision-making capabilities. By the end of 2024, a majority of the voting directors will be residents of Arkansas, reflecting our commitment to local oversight and engagement.

Our board will convene monthly, with meetings announced in advance and open to the public. This regular schedule ensures transparency and allows for community involvement in the governance process. During these meetings, the board will review critical areas such as academic performance, financial health, and operational issues. Reports from the Head of School will provide comprehensive updates, enabling the board to make informed decisions based on current and accurate information.

Oversight is a key responsibility of the board. To ensure comprehensive monitoring, the board will receive detailed reports on student performance, budget status, and compliance with state and federal regulations. These reports will include data on academic achievement, financial statements, and other relevant metrics. By regularly reviewing these reports, the board can effectively oversee the school's progress and address any areas of concern promptly.

Policy development and review will also be integral to the board's functions. The board will establish and periodically update policies related to governance, ethics, and financial management. This process will ensure that our policies remain aligned with best practices and responsive to the evolving needs of the school and its community.

The board is responsible for hiring and evaluating the Head of School. The Head of School will be tasked with implementing board policies, managing the school's day-to-day operations, and ensuring alignment with the school's strategic objectives. The board will evaluate the Head of School based on performance metrics such as student outcomes, operational efficiency, and leadership effectiveness. This evaluation will help ensure that the school's leadership is effectively advancing Unbound Academy's mission.

In addition to regular meetings and oversight, the board will maintain a conflict of interest policy. This policy will guide directors in making decisions that prioritize the school's best interests, maintaining the integrity and transparency of the board's actions.

By adhering to these structured processes, Unbound Academy's board will provide effective governance, fostering a supportive environment for achieving our educational goals and maintaining accountability to our community and stakeholders.

b) Establishment and monitoring of school improvement goals

The Governing Board of Unbound Academy will establish and monitor school improvement goals through a structured, data-driven approach that aligns with our innovative educational model.

The Governing Board will conduct an annual strategic planning session to review the school's mission, vision, and performance data from the previous year. This session will involve a thorough analysis of student performance, engagement, and overall school effectiveness. Based on this review, the board will set specific, measurable, achievable, relevant, and time-bound (SMART) goals to guide the school's improvement efforts. These goals will focus on critical areas such as student academic growth, engagement metrics, attendance, retention, and parents' satisfaction.

The board will collaborate with the Head of School and the leadership team during the goal-setting process to ensure that the goals are realistic and aligned with the school's capabilities and educational model. This collaboration will ensure that the goals are well-informed by those directly involved in the day-to-day operations of the school.

To track progress towards the established goals, the school leadership team will collect and analyze a comprehensive set of performance indicators. These indicators will include academic metrics, student engagement data, and operational benchmarks. The leadership team will be responsible for providing regular progress reports to the Governing Board. These reports will be presented at the board's monthly meetings, allowing the board to assess the school's progress and address any emerging challenges.

The board will review these reports to evaluate how well the school is meeting its improvement goals. This review process will involve examining key metrics such as student academic achievement, engagement levels, and attendance rates. The board will hold the leadership team accountable for making progress towards these goals and will offer guidance and resources as needed to support continuous improvement efforts.

The Governing Board will maintain ultimate authority over the establishment and monitoring of school improvement goals. Decisions related to setting goals, monitoring progress, and making course corrections will be made through a majority vote of the board.

The board will delegate operational authority to the school leadership team to develop and implement action plans aligned with the established goals. This delegation will enable the leadership team to address the goals effectively while maintaining a focus on the school's mission and strategic direction. Any significant changes to the goals or overall strategy will require board approval, ensuring a balance between autonomy for the leadership team and accountability to the board.

By implementing these processes, the Governing Board of Unbound Academy will ensure a robust, data-driven approach to setting and monitoring school improvement goals. This approach will support continuous improvement and the achievement of our educational objectives, fostering an environment where students can thrive and succeed.

c) Procedural oversight and monitoring of personnel decisions

To ensure effective procedural oversight and monitoring of personnel decisions, the Unbound Academy board will implement several processes and structures that align with the school's mission of delivering personalized, innovative online education. The board's approach balances rigorous oversight with the autonomy needed to foster a dynamic educational environment.

The board will conduct regular and systematic evaluations of the Head of School, who is responsible for the day-to-day operations and personnel management. This evaluation will go beyond traditional performance reviews, incorporating data-driven insights into student academic progress, financial health, and overall school performance. These evaluations will be documented in comprehensive reports presented during board meetings, ensuring that the board has a clear understanding of the effectiveness of leadership and its impact on school outcomes.

In terms of compensation, the board will set transparent salary ranges for all staff positions, reflecting both market standards and the school's financial capabilities. Any exceptions to these ranges, such as bonuses or adjustments due to performance or market changes, will require explicit board approval. This process ensures fairness and accountability in compensation practices.

To address employee grievances, the board will oversee a robust and impartial grievance process. This process will allow staff to raise concerns in a confidential manner, with assurances that grievances will be handled with integrity and fairness. The board will review grievance trends and outcomes periodically to ensure the process remains effective and aligned with best practices.

The board will also monitor staffing decisions and changes made by the Head of School. While the Head of School will have the flexibility to make adjustments to team structures and roles to best meet student needs, these decisions will be regularly reviewed by the board to assess their impact on educational delivery and operational efficiency. This oversight includes reviewing hiring decisions, staff reassignments, and any changes to job descriptions or responsibilities.

In addition to these oversight mechanisms, the board will ensure continuous professional development for the Head of School and staff. This includes regular training on leadership skills, educational strategies, and the use of technology in online education. The board will support the Head of School in fostering a professional culture that values innovation, collaboration, and continuous improvement.

Overall, the Unbound Academy board will maintain a proactive role in monitoring and guiding personnel decisions, ensuring that the school's human resources align with its mission and operational goals while providing the necessary autonomy to the Head of School to lead effectively.

d) Fiscal responsibility and sustainability of the school

To ensure fiscal responsibility and sustainability at Unbound Academy, we will implement a set of key processes and structures overseen by our governing board. These measures are designed to maintain rigorous financial oversight and promote long-term financial health.

Our board will establish robust financial controls, starting with a comprehensive annual budgeting process. The Head of School will draft the budget in alignment with our strategic priorities, detailing projected revenues and expenses. This draft will undergo a thorough review and approval process by the board, ensuring that all financial decisions support the school's mission and goals. Additionally, the board will conduct quarterly reviews of the school's financial status, comparing actual performance against the budget to monitor fiscal health and make adjustments as necessary.

We will engage an independent external auditor to conduct annual financial audits. The audit will assess the accuracy of our financial records, evaluate the effectiveness of our internal controls, and ensure compliance with applicable regulations. The board will review the audit findings and address any recommendations to enhance financial practices, fostering a culture of transparency and accountability.

Our financial policies will include procedures for purchasing, expense approvals, and segregation of duties. These policies will be consistently applied across the school to safeguard assets and prevent fraud. All purchasing and expenditure activities will require appropriate authorization, and duties related to financial transactions will be clearly separated among staff to reduce risks.

To support ongoing financial oversight, the board will receive regular financial reports, including balance sheets, income statements, and cash flow analyses. These reports will provide a clear picture of the school's financial status and help the board make informed decisions. The Head of School, in collaboration with our general and administrative (G&A) service provider, Trilogy Enterprises, will prepare these reports.

Trilogy Enterprises plays an important role in supporting our financial management by tracking data and making recommendations. They will assist with preparing and monitoring budgets, maintaining accurate financial records, and ensuring compliance with financial regulations. Trilogy's expertise in financial management allows them to identify trends and potential issues, providing data-driven insights to help the board make informed decisions. However, Trilogy does not make any financial decisions for the school. Their role is advisory, ensuring that the board has the necessary information and recommendations to exercise proper oversight and stewardship of public funds.

We will also prioritize building a sustainable funding model. Our focus will be on optimizing resource allocation to balance operational efficiency with educational excellence. By maintaining a lean administrative structure and focusing resources on direct student learning, we aim to control costs effectively.

In addition, the school will aim to maintain a prudent reserve fund to cushion against unexpected financial challenges. We plan to allocate any annual surpluses to this reserve, ensuring we have the financial flexibility to handle unforeseen expenses or revenue shortfalls without compromising our educational programs.

Through these measures, Unbound Academy's board will ensure diligent fiscal management, promoting the school's long-term sustainability and its capacity to provide high-quality education.

e) Compliance with all applicable laws and rules concerning ethics

Unbound Academy's board will ensure compliance with all applicable ethics laws and rules by establishing clear and robust processes and structures. Our approach emphasizes transparency, accountability, and adherence to ethical standards in all school operations.

To foster a strong ethical culture, all board members, school leaders, and staff will participate in regular ethics training. This training will cover the relevant laws, regulations, and best practices for ethical conduct in education, including conflict of interest, transparency in decision-making, and the proper use of school resources. By doing so, we aim to create an environment where ethical considerations are integral to every aspect of our operations.

We will implement a comprehensive conflict of interest policy to guide board members and staff. This policy will require the disclosure of any personal or financial interests that might influence decision-making. Disclosures will be reviewed annually and whenever relevant situations arise, with the board overseeing any necessary actions to address potential conflicts. This approach helps ensure that all decisions are made in the best interest of the school and its students. It is important to note that directors MacKenzie Price, Andrew Price, and Stefanie Baduria are affiliated with 2hr Learning, Inc., and Andrew Price is affiliated with Trilogy Enterprises, Inc. and Crossover Markets, Inc., which are proposed to be service providers to the school. These affiliated directors will resign or become non-voting board members, if necessary, to ensure that there is no self-dealing or conflicts of interest.

Our board will maintain strict adherence to federal, state, and local regulations. To facilitate this, we will retain Arkansas counsel specialized in nonprofit and education law. This counsel will be responsible for staying current with legal requirements and ensuring that all policies and procedures align with these standards. They will also facilitate regular audits and reviews to confirm ongoing compliance with ethical standards, providing an additional layer of oversight.

To build trust and accountability within our community, we will conduct board meetings in accordance with public meeting requirements. This means that all discussions and decisions will be transparent to the public, with meeting minutes and key decisions documented and made accessible to stakeholders through our website. This openness allows our community to stay informed and engaged with our decision-making processes.

We understand the importance of stakeholder engagement in maintaining ethical standards. To this end, we will establish channels for students, parents, and community members to provide feedback and raise concerns about ethical matters. This will include a dedicated email address and an online portal for submitting feedback. Our board will review and respond to these inputs, incorporating them into our decision-making processes as appropriate, ensuring that our policies and practices reflect the needs and concerns of our community.

All educational activities and the use of technology will comply with relevant laws, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). The board will ensure that our policies protect student privacy and data security while promoting ethical use of educational resources. By adhering to these standards, we aim to safeguard our students' information and uphold their rights.

Furthermore, any external partners or vendors working with Unbound Academy will be required to adhere to our ethical standards. Contracts with these entities will include clauses that ensure compliance with ethical practices, particularly around data handling and educational integrity. This approach guarantees that our values are reflected not only within our organization but also in our external relationships.

By integrating these ethical structures into our governance, Unbound Academy's board will create a foundation of integrity and transparency that supports our mission of providing personalized, online education while adhering to the highest standards of ethical conduct.

f) Community Engagement

Unbound Academy's board is committed to fostering community engagement through structured and effective practices. We will implement several strategies to ensure active involvement from parents, students, educators, and community members in our school's governance and activities.

Our approach will start with forming strategic partnerships with local educational institutions, private businesses, and community organizations. For instance, collaborations with other schools and tutoring services that utilize adaptive learning technologies will allow us to share resources and innovative teaching strategies.

We will also pursue collaborations with local private businesses and community organizations to bring in professionals for life skills workshops. These partnerships will enhance our educational programs by providing students with real-world learning experiences and resources that go beyond traditional academic settings. The workshops, led by our guides, will focus on essential skills that students need to thrive in the real world, such as financial literacy and time management. Engaging professionals from the community will make these workshops more dynamic and impactful, offering students direct exposure to various career paths and life skills.

To maintain open communication and keep our community informed, we will implement a comprehensive communication strategy. This will include regular updates through newsletters, our website, and social media channels. These communications will provide timely and relevant information about the school's activities, achievements, and opportunities for community involvement.

Additionally, we will gather feedback from parents, students, and staff through annual surveys. This feedback will be reviewed by the board to guide continuous improvements and ensure that the school remains responsive to the needs and expectations of our stakeholders. Regular communication with parents will be a cornerstone of our strategy, involving them actively in the educational process and decision-making.

Transparency in our operations will be a key aspect of our engagement strategy. We will make governance documents, meeting minutes, and performance reports publicly available to ensure that the community can stay informed about our decisions and hold us accountable for our performance.

Through these structured engagement practices, Unbound Academy aims to build a strong, supportive, and involved community that plays an active role in enhancing the educational experience for our students.

B. School Administration

1) *Superintendent Position* – **If a superintendent has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a superintendent has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?**

At Unbound Academy, the Head of School role merges the responsibilities of both a superintendent and a principal because we operate a single, fully online school serving grades 4-8. This unified leadership model allows us to streamline operations and ensure a consistent approach to our educational and administrative functions.

The Head of School will hold an advanced degree in educational leadership or administration and must meet Arkansas's certification requirements for both superintendent and principal roles. The ideal candidate will have extensive experience managing online or innovative charter schools and a proven ability to lead in a digital educational setting, including a history of success in guiding online learning models, personalized instruction, and the use of educational technology to enhance student outcomes.

In this role, the Head of School will oversee all aspects of the school's operations, from daily management to strategic planning. This includes selecting the curriculum provider, proposed to be 2hr Learning, Inc., and verifying that the curriculum aligns with Arkansas educational standards. The Head of School will coordinate with 2hr Learning about any modifications needed to ensure the curriculum effectively meets the diverse needs of our students and supports their academic progress.

Operational management is a key part of this role, involving the coordination of daily activities, supervising Guides, managing student enrollment, and ensuring compliance with state regulations. The Head of School will maintain accurate records, facilitate state assessments, and oversee the administrative functions essential for the school's operation. They will regularly meet with the board of directors, who provide advice and supervision, ensuring that the school's operations align with its strategic goals and comply with all regulatory requirements. The board's guidance is integral to maintaining a high standard of educational leadership and operational excellence.

The Head of School is supported by clerks who assist with various administrative duties. Clerks handle tasks such as processing enrollment and registration documents, maintaining the student information system, managing school databases and files, and coordinating school events and meetings. This support allows the Head of School to focus on broader leadership responsibilities while ensuring that day-to-day administrative functions run smoothly.

As the instructional leader, the Head of School will guide and support our Guides, ensuring they are equipped to deliver high-quality online instruction. This includes implementing professional development programs, conducting performance evaluations, and fostering a collaborative virtual teaching environment.

Engaging with parents, students, and the broader community is also an important responsibility. The Head of School will build a supportive online school culture by facilitating effective communication, addressing concerns, and involving stakeholders in the continuous improvement of our educational offerings.

To support the Head of School in meeting these challenges, Unbound Academy will provide extensive professional development. This includes specialized training on the nuances of online educational leadership, such as strategies for effective virtual pedagogy and the integration of technology in teaching. Continuous coaching will be available, focusing on feedback for leadership practices, strategies to enhance educational outcomes, and advice on managing the dynamics of a virtual school. Furthermore, participation in networks of online education leaders will provide opportunities to share best practices, learn from other virtual schools, and stay updated on the latest trends in online education, fostering collaborative problem-solving and innovative thinking.

The Head of School will play a crucial role in the continuous evaluation and improvement of Unbound Academy's educational model. They will use data from our learning management system and other analytics tools to assess

student performance and inform instructional strategies. Regular reviews of Guides' instructional practices will be conducted, including observations of virtual classes and reviews of recorded lessons, to provide feedback and support, ensuring effective curriculum delivery and addressing the needs of all students. Collecting and analyzing feedback from students, parents, and Guides will be essential in gauging the effectiveness of our educational programs and identifying areas for enhancement, allowing us to refine our approach and meet the expectations and needs of our school community.

As the school's chief administrator, the Head of School will ensure that Unbound Academy adheres to all Arkansas state regulations and reporting requirements. This includes overseeing compliance with educational standards, administering state-mandated assessments, and maintaining accurate and timely reporting of student progress and school performance data. They will also work with our contracted service providers to manage the school's budget and ensure financial integrity, collaborating with auditors to prepare financial statements and ensuring compliance with state and federal regulations.

By integrating the roles of superintendent and principal into the Head of School position, Unbound Academy ensures a cohesive and effective leadership structure tailored to the demands of our virtual learning environment. This model supports our commitment to delivering high-quality, innovative online education while adhering to Arkansas's educational standards and requirements.

2) *Principal Position* – **If a principal has been appointed, please indicate the selection criteria and a rationale for the choice, including leadership qualities and capacity that uniquely qualify the selected individual to lead this charter. If a principal has not been selected, please include a job description and indicate the leadership qualities and capacity desired for this position. How will this leader be supported and developed?**

Since the Head of School at Unbound Academy combines the responsibilities of both superintendent and principal, please refer to our previous response for detailed information about this position.

C. Faculty and Staff

1) **Describe the school's proposed leadership structure. Include a copy of the school's proposed organizational chart.**
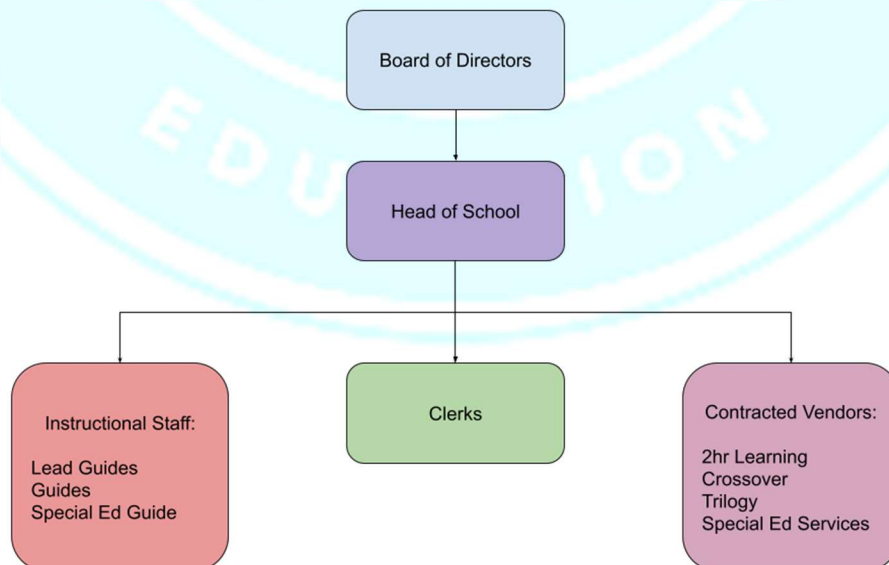
Unbound Academy's proposed leadership structure is designed to implement its innovative learning model through effective governance, administration, and educational guidance. The core leadership team includes the Unbound Academy Board of Directors, the Head of School, Clerks, and our instructional team composed of Lead Guides, Guides, and a Special Education Guide. Each role is integral to delivering a comprehensive and adaptive online educational program.

The Unbound Academy Board of Directors provides governance, strategic guidance, and oversight. They set policies, approve major contracts, and ensure the school aligns with its mission and goals.

The Head of School oversees daily operations, implementing board policies and managing the school's instructional and administrative functions. This includes hiring staff, monitoring compliance with state and federal regulations, and handling student recruitment. The Head of School also collaborates with service providers to ensure quality services and acts as the primary communicator with stakeholders, including parents and community members. This role requires strong leadership abilities, experience in educational administration, and a deep understanding of online learning environments.

Clerks assist the Head of School with administrative tasks essential to the smooth functioning of the school. Their responsibilities include processing student enrollment, maintaining records and databases, coordinating events, and managing communications. Clerks must be highly organized, proficient in administrative systems, and skilled in handling a variety of clerical tasks to support the school's daily operations.

Lead Guides are senior educators responsible for delivering online instruction using the 2hr Learning curriculum and platform. They provide detailed feedback on student performance, support students in mastering core academic and life skills, and assist in developing effective learning strategies. Lead Guides also mentor Guides, contribute to the design of professional development programs, oversee life skills workshops in the afternoons, and ensure the instructional team adheres to high teaching standards. These positions require significant teaching experience, preferably in online or adaptive learning environments, and expertise in curriculum implementation and student engagement.

Guides deliver online instruction, monitor student progress, and provide individualized support tailored to each student's needs. They collaborate with Lead Guides to enhance instructional quality and participate in ongoing professional development to improve their online teaching skills. Guides also play a key role in conducting life skills workshops in the afternoons, helping students develop essential real-world abilities. Guides must have strong instructional capabilities, familiarity with online learning tools, and the ability to adapt teaching methods to diverse student needs.

The Special Education Guide focuses on supporting students with disabilities by providing accommodations and modifications as detailed in Individualized Education Plans (IEPs). This role involves assessing students' needs, coordinating with other educators and service providers, and ensuring compliance with special education laws. The Special Education Guide needs a strong background in special education, including a relevant degree and certification, and experience in developing and implementing IEPs.

Service Providers will play key roles in supporting Unbound Academy's operations:

2hr Learning, Inc. is proposed to serve as the primary curriculum provider, delivering a comprehensive suite of educational resources and adaptive learning technology. 2hr Learning will supply the software and content that form the backbone of our instructional model, including AI-driven personalized learning pathways and mastery-

based progression. Their adaptive software is designed to cater to each student's unique learning needs, providing interactive lessons and real-time assessments to ensure engagement and understanding. This partnership offers significant cost savings by providing their services at rates below their standard pricing, ensuring high-quality, engaging educational content while maintaining financial efficiency.

Crossover Markets, Inc. is proposed to assist with recruiting and onboarding staff, leveraging their expertise in educational recruitment to help Unbound Academy attract and hire qualified personnel efficiently. Crossover has experience in sourcing candidates for online and blended learning environments, providing a tailored approach to meet our specific staffing needs. They will recommend qualified candidates for various roles, with the Head of School making final hiring decisions. Crossover's services are offered without placement fees for the first three years, providing significant savings and allowing us to build a strong educational team without initial recruitment costs.

Trilogy Enterprises, Inc. is proposed to provide general and administrative services, including finance, legal, payroll, and insurance support. Trilogy's role encompasses comprehensive management of the school's administrative functions, from budget development and financial reporting to compliance with educational regulations and human resources management. Trilogy's established processes and expertise will streamline our operations and ensure regulatory compliance. Their fees are capped to offer predictability and take into account economies of scale. Trilogy's support allows Unbound Academy to focus resources on educational goals while ensuring efficient administrative management.

Special Education Service Providers will deliver essential services to students with disabilities, ensuring compliance with their IEPs and providing necessary support that cannot be effectively delivered online. These providers will include licensed professionals such as speech-language pathologists, occupational therapists, and behavioral specialists who are experienced in working with diverse educational needs. They will offer in-person services when required, facilitating therapies and interventions at locations convenient for families, such as their homes or local community spaces. These partnerships are crucial for addressing the varied needs of our students and ensuring that all students receive a Free Appropriate Public Education (FAPE) as mandated by federal law.

Each of these providers will be vetted by the Head of School and approved by the board once a majority of unaffiliated directors is established.

2) **Describe the strategy, plans, and timeline for recruiting and hiring faculty and staff. Explain the school's proposed strategy for retaining high-performing faculty and staff.**

At Unbound Academy, our strategy for recruiting, hiring, and retaining high-performing faculty, known as "Guides," is thoughtfully designed to align with our student-centered, self-directed learning model. We aim to attract and nurture individuals who are passionate about personalized education and capable of thriving in our innovative virtual environment.

Our recruitment process will start in the final quarter of 2024 with the development of comprehensive job descriptions for the Guide roles. These descriptions will emphasize the mentorship and coaching aspects of the position, as well as the need for qualities like adaptability, emotional intelligence, and a dedication to personalized learning. We will highlight these distinct features to attract candidates who are well-suited to our educational philosophy.

In the first quarter of 2025, we will launch a targeted recruitment campaign across various education-focused job boards, social media, and through our network of progressive education partners. Our goal is to reach candidates

who are committed to student-centered, competency-based education models. We will focus on channels that attract educators interested in innovative, non-traditional teaching methods.

By the second quarter of 2025, we will begin the screening process for potential candidates. This will involve interviews to assess their alignment with our philosophy, their experience with differentiated instruction, and their comfort with technology-enabled learning. We will look for individuals who demonstrate adaptability, creativity, and strong relationship-building skills, which are essential for success as a Guide at Unbound Academy.

We plan to extend offers and complete hiring by the third quarter of 2025, allowing at least one month before the school year begins for an immersive onboarding experience. This period will be dedicated to familiarizing new Guides with our educational model, focusing on principles of self-directed learning, competency-based progression, and personalized mentorship. This preparation ensures that our Guides are well-equipped to support our students effectively from the start.

To retain our high-performing Guides, we will offer compensation and benefits that are higher than market standards. This is designed to reflect the specialized nature of their work and to attract and retain the best talent. To ensure our compensation remains competitive and continues to attract top educators, we will implement an annual 3% increase in salary. This ongoing adjustment acknowledges their valuable contributions and keeps our compensation aligned with market trends, reinforcing our commitment to excellence in education.

Ongoing professional development will be a cornerstone of our retention strategy. We will invest in training that supports our educational approach, offering regular workshops and coaching sessions focused on best practices in student-centered, technology-enabled learning. Our Guides will have ample opportunities for collaboration and problem-solving, fostering a supportive professional community.

Feedback from our Guides will be actively sought to identify and address any issues affecting their satisfaction and effectiveness. This will help us maintain a positive work environment where Guides feel valued and heard. Regular evaluations will offer growth-oriented feedback based on their ability to engage students and foster independence and mastery.

We will celebrate the achievements of our Guides and highlight their impact on student outcomes, reinforcing the meaningful contributions they make in our innovative model. By doing so, we aim to build a dedicated team of educators who find deep purpose and satisfaction in their roles.

Additionally, we will recruit clerks to assist with administrative duties. These clerks will support the Head of School by processing enrollment documents, maintaining student information systems, and managing school correspondence. Their role will be crucial in ensuring the smooth operation of administrative tasks, allowing our Guides to focus on their instructional responsibilities.

Through these strategies, Unbound Academy is committed to assembling a team of exceptional educators and staff who are inspired by our mission and dedicated to fostering holistic student success and lifelong learning.

3) **Describe the policies and procedures for evaluating staff and providing performance feedback. Describe how the school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes. Please provide a copy of the policy and procedures listed in your handbook (If available).**

At Unbound Academy, our staff evaluation system is integral to our commitment to a student-centered, innovative learning environment. This system focuses on fostering student achievement, engagement, and holistic growth, aligning with our mission to promote self-directed learning.

Our evaluation process incorporates self-assessments, peer feedback, supervisor observations, and analysis of student performance data. Guides will reflect on their instructional practices, identify areas for improvement, and set personal growth goals. This self-evaluation encourages introspection and proactive development. Colleagues will provide feedback based on observations and collaborative experiences, promoting a supportive community of practice and shared accountability. Supervisors will conduct regular observations, focusing on instructional methods, classroom management, and interaction with students, with at least four observations annually to ensure ongoing support and feedback. Additionally, we will analyze comprehensive data, including student engagement metrics, project mastery, and participation in personalized learning paths, ensuring that Guides are effectively supporting student learning and growth.

Rather than a single annual review, our approach fosters continuous improvement through regular feedback cycles, helping Guides adjust their teaching methods and strategies in real-time. This promotes a dynamic and responsive educational environment.

When a Guide's performance does not meet established expectations, we implement a targeted improvement plan. This plan specifies 2-3 growth goals directly tied to our educational philosophy and student-centered metrics, includes weekly coaching sessions, and sets clear progress benchmarks, typically over a 30 to 60-day period. During this improvement period, Guides receive regular feedback and support from their supervisors, including additional training, resources, and strategies to address identified challenges. All steps taken, including support provided and progress made, are thoroughly documented to ensure transparency and accountability.

If a Guide fails to demonstrate sufficient improvement, termination may be considered. The termination protocol includes providing written notice, allowing for an appeal process, and implementing a transition plan to ensure continuity for students. Severance may be offered to support the Guide during the transition.

In cases of leadership or Guide changes, ensuring continuity of learning for students is our highest priority. If a Guide departs mid-year, we swiftly appoint an interim Guide to maintain instructional support while conducting a search for a qualified permanent replacement. During this transition, students continue on their learning paths within the 2hr Learning software, which is designed to provide consistent educational experiences regardless of changes in instructional staff. This allows students to progress without disruption, maintaining their engagement and educational development. Leadership changes are similarly managed to preserve the stability of school operations and uphold the educational standards of the academy.

Our evaluation system is designed to be supportive and growth-oriented, aligning with our goal of empowering Guides to excel in our unique educational model. This approach contrasts with traditional methods by emphasizing continuous professional development and a collaborative environment, ultimately driving strong student outcomes across academic and holistic competencies.

To address any shortcomings in the Head of School, the board follows a structured review process. This includes assessing the Head of School's performance against established goals, providing feedback, and developing a

tailored improvement plan if necessary. The board will monitor progress closely and provide the support required to meet performance expectations. In cases where improvement is insufficient, the board may take further actions, including reassignment or termination.

For individual board members, shortcomings are addressed through a process of self-assessment and peer evaluation. If issues arise, the board chair may discuss them directly with the member to understand their perspective and offer guidance. The board will work collaboratively to resolve the issues and ensure all members contribute effectively to the governance and strategic direction of the school. Persistent issues that impact the board's functionality may lead to a recommendation for resignation or a vote for removal, maintaining the board's ability to govern effectively.

D. Transportation

1) **Will the school provide transportation services? If so, describe the transportation services plan that the school will provide.**

   Since Unbound Academy is a fully virtual school, we do not provide transportation services. Our students will attend classes online from their homes.

E. Food Service

1) **Describe how the school will provide meal services.**

   Since Unbound Academy is a fully online school, we do not participate in meal programs or provide meal services.

2) **Describe the food service space at the facility.**

   As an online school, Unbound Academy does not have a food service space.

F. Safety

1) **Describe how the school safety and security plan for students, staff, facility, and property will be developed and updated in compliance with applicable laws and regulations.**

At Unbound Academy, ensuring a safe and secure online learning environment is our top priority. Recognizing the distinctive requirements of a virtual educational setting, we will develop and continually update a safety and security plan tailored to the online nature of our school, in compliance with all applicable Arkansas laws and regulations.

Our comprehensive approach to cybersecurity will include robust measures to protect our curriculum software, provided by 2hr Learning, Inc. This software will be safeguarded through stringent password policies, two-factor authentication (2FA), and encryption of all user data. Regular security audits will be conducted to identify and address potential vulnerabilities promptly.

Every user at Unbound Academy will have a unique username and password, with access permissions carefully aligned with their roles. This means students, guides, and administrators will only access information and tools pertinent to their needs, enhancing our overall security. Our systems will also employ anomaly detection to quickly identify and mitigate any unusual activity, ensuring continuous protection against potential threats.

A key component of our plan is educating our students about internet safety. We will integrate comprehensive internet safety education into our curriculum to help students navigate the digital world responsibly and securely. This education will cover essential topics such as safe browsing, recognizing and avoiding phishing scams, managing online reputations, and understanding the ethical use of digital resources. By equipping students with these skills, we aim to foster a community of informed and vigilant digital citizens.

In the event of a security incident, our incident response plan will be activated immediately. This plan includes protocols for identifying the breach, containing the issue, notifying affected users, and resolving the problem. Regular drills and simulations will ensure that our staff are well-prepared to handle any potential threats effectively.

Communication within our school will be facilitated through secure internal systems integrated with our curriculum software, allowing for efficient and protected interactions among students, staff, and parents. These systems will include filters and monitoring tools designed to prevent and detect inappropriate or harmful content, maintaining a safe online environment for everyone involved.

We believe that a collaborative approach is essential to online safety. To this end, we will actively engage parents and the broader school community in our safety initiatives. We will provide parents with resources and training to help them support their children's online safety at home, ensuring a cohesive and unified approach to digital security across our virtual school community.

Our safety and security plan will be reviewed and updated annually to reflect new technologies, best practices, and any changes in legal requirements. This ongoing review process will incorporate feedback from staff, students, and parents, allowing us to refine our strategies and maintain their effectiveness in the ever-evolving digital landscape.

Through these efforts, Unbound Academy will create and maintain a secure, supportive online learning environment where students can thrive academically while being protected from digital threats. Our commitment to online safety underscores our dedication to providing a protected educational experience tailored to the unique needs of our virtual school community.

G. Facilities

1) **Provide a description of the school facility if it has been obtained. If not, describe the process for identifying and securing a facility. Briefly describe the contingency plan should you not be able to acquire the desired facility.**

Unbound Academy operates exclusively online, providing a dynamic virtual learning environment for our students. As an entirely online school, our "facility" is the digital space where students and guides interact through the sophisticated learning platform. This virtual classroom is designed to be accessible and engaging, ensuring that every student can participate in a rich educational experience from their own home.

Currently, we maintain a virtual office in Little Rock. However, we plan to upgrade to a small, serviced office, possibly at a location like Regus, to handle document storage and occasional administrative meetings. This office will support our administrative needs but will not function as a traditional school facility.

Our educational model eliminates the need for a physical school building. Students learn from home, accessing our curriculum through a secure, adaptive online system. Our guides and administrative staff also work remotely,

utilizing various digital tools to manage teaching and school operations efficiently. This approach allows us to deliver high-quality education while maintaining flexibility and minimizing overhead costs.

H. Additional Operations

1) **Describe the school's technology plan for meeting the academic and operational needs of classrooms, labs, library/media standards, district website, and other relevant areas of the school.**

Unbound Academy will give each student a laptop capable of running the curriculum software. In this way, we will ensure that every student has access to suitable technology tailored for their educational needs. Unlike traditional models where devices are loaned, our approach empowers students by giving them permanent ownership of their laptops.

These laptops come pre-installed with adaptive learning software from 2hr Learning, which is integral to our curriculum. This software continuously adjusts to each student's learning pace and needs, offering personalized lessons and assessments. By equipping students with their own laptops, we enable them to engage deeply with our curriculum, access digital resources, and complete assignments anytime and anywhere, fostering independence and responsibility in their learning process.

Our digital library complements this plan by providing a wide range of e-books, academic databases, and other educational materials. Students can access these resources through their laptops, allowing for flexible and thorough research opportunities, which support their academic projects and personal learning explorations.

Our school website acts as a unified portal for students, families, and staff. It will serve as the central hub for accessing curriculum materials, academic policies, gradebooks, calendars, and communication tools. This website not only simplifies the user experience by consolidating all essential resources in one place but also features interactive elements that enhance engagement and connectivity within our school community. It will also provide information and resources for prospective families, showcasing the unique aspects of our educational model.

To ensure security and ease of use, each student's laptop is configured with a secure, personalized account protected by robust authentication measures. Our technology infrastructure includes regular updates and security audits to safeguard against potential threats, maintaining a safe and reliable digital learning environment.

By giving each student a laptop, leveraging adaptive software from 2hr Learning, and unifying our resources through a comprehensive website, Unbound Academy's technology plan supports both academic and operational excellence. This approach not only meets the technical needs of our virtual classrooms but also enhances the overall learning experience by fostering a sense of ownership and responsibility in our students.

To implement the Public School Library Media and Technology Act, Unbound Academy will incorporate the role of a certified library media specialist into our staffing model. One or more of our Guides will be trained and certified as library media specialists, in accordance with Arkansas state regulations. These specialists will curate and manage a balanced collection of media resources that meet the academic needs of all students, as required by Standard 2-D.1. This approach ensures that our students have access to high-quality, diverse learning materials while also fulfilling state requirements.

Library media instruction will be integrated into our content courses, enabling students to develop essential research and media literacy skills as part of their regular academic activities. Our certified library media specialists will guide students in effectively using digital tools and online databases available through the Arkansas State Library's Traveler program. They will also collaborate with other Guides to design project-based learning activities

that encourage students to apply their research skills in real-world contexts, such as creating digital presentations or conducting virtual group research projects. This hands-on approach will help students build critical thinking and problem-solving abilities, preparing them for the demands of a digital world.

Additionally, our media specialists will emphasize digital citizenship, teaching students how to identify credible sources, avoid plagiarism, and protect their personal information online. By fostering a strong foundation in digital literacy and ethical information use, Unbound Academy will equip students with the essential skills needed for academic success and responsible digital engagement.

2) Describe the school's school health and nursing services plan.

At Unbound Academy, we will adapt our health and wellness approach to fit our fully online learning environment. Although we will not have a traditional on-site nurse, we will implement a system where our Guides take an active role in supporting student health.

Guides will interact with students regularly in a virtual setting and will be trained to notice signs of health issues, whether physical or emotional. When a Guide identifies a potential concern that could impact a student's learning, they will notify the parents or guardians to discuss these observations and suggest next steps. This approach will allow us to address health issues promptly while providing support to families.

In instances where a health issue may intersect with a student's educational needs, our Special Education Guide will become involved to provide additional support. This will be important for students with disabilities, where health concerns can significantly impact their learning experience. Our Special Education Guide will work with the parents and the student's educational team to ensure that any necessary accommodations or modifications are implemented as outlined in the student's Individualized Education Plan (IEP). If in-person services are required, such as speech therapy or occupational therapy, we will coordinate with licensed professionals to provide these services at a location that is convenient for the family.

Guides at Unbound Academy will receive comprehensive training to identify and respond to health concerns. This training will include recognizing common childhood illnesses and mental health indicators and knowing how to communicate these concerns effectively with parents. Our internal communication system will also support secure discussions about student health, ensuring confidentiality.

In rare instances where a serious health emergency is detected during online interactions, Guides will not only notify the parents but also, when appropriate, contact emergency services directly. This will ensure that urgent situations are handled swiftly, even within the constraints of a virtual environment.

Our school health plan at Unbound Academy will be centered around proactive communication and support. By maintaining open lines of communication and ensuring our Guides are well-prepared to handle health-related concerns, we will be committed to addressing student health effectively and in a manner that supports their continued educational success in our online learning environment.

To comply with Arkansas state requirements, Unbound Academy will also develop and maintain our health services policies under the guidance of a licensed registered nurse. This nurse, sourced from our network of licensed professionals, will play an integral role in training our Guides and other staff to identify and respond to health issues within our student population, whether urgent or routine. By incorporating professional nursing expertise into our health services plan, we will ensure that our approach is both comprehensive and compliant with state regulations, further supporting the well-being and safety of our students in an online learning

environment.

3) Describe the school counseling services that the school will provide to enrolled students, including how the school will staff these services in a way that meets the academic, career, and other needs of all students.

At Unbound Academy, our school counseling services will be designed to address the academic, personal, and emotional needs of our students within our online learning environment. Our approach relies on the consistent, supportive interactions between students and our Guides, supplemented by access to licensed professionals as needed.

Our Guides will engage with students regularly, monitoring their academic progress and well-being through virtual interactions. They will be trained to recognize signs that may indicate a need for counseling support, such as changes in behavior, emotional distress, or academic difficulties. When a Guide identifies such signs, they will promptly reach out to the parents or guardians to discuss their observations and recommend potential next steps.

If a Guide suspects that an issue is affecting a student's learning, they will notify our Special Education Guide to provide additional support and assess the need for any accommodations. This collaborative approach ensures that any barriers to learning are addressed promptly and effectively.

In situations where a student may require more extensive counseling services, we will facilitate access to licensed professionals within our network of therapists and counselors. This network, initially established for special education needs, will also be available to support students requiring general counseling services. These professionals can provide targeted counseling and therapy sessions to address a wide range of issues, such as stress, anxiety, or personal challenges, even if they are not related to a special education matter.

Guides at Unbound Academy will receive thorough training on how to identify and respond to signs that a student may need counseling. This training includes understanding emotional and behavioral indicators and knowing how to effectively communicate with parents about these concerns. Our internal communication system within our Content Delivery System (CDS) will support secure and confidential discussions regarding student well-being.

By leveraging the regular interactions between Guides and students, we will aim to identify and address counseling needs promptly, fostering a supportive and responsive educational experience. Our commitment to providing tailored support, whether through our Guides or licensed professionals, ensures that we meet the diverse counseling needs of all our students, helping them succeed academically and personally in our online learning environment.

To ensure compliance with Arkansas Code Annotated § 6-18-2003, Unbound Academy will develop and implement a Comprehensive School Counseling Plan specifically designed for our virtual learning environment. This plan will be developed in close collaboration with a certified school counselor from our network of licensed professionals, who will work alongside the Head of School and other key staff members. Together, they will assess and address the academic, social-emotional, and personal needs of our students, considering the unique challenges and opportunities of online education. The plan will align with the comprehensive school counseling program guidance provided by the Division of Elementary and Secondary Education, ensuring that we meet state standards and provide high-quality support to all students.

The Head of School will play a central role in the implementation of the counseling plan, overseeing its integration into the daily operations of Unbound Academy. The Head of School will work closely with our Guides, who are in daily contact with students and therefore well-positioned to monitor their progress and well-being. Guides will be trained to identify early signs of academic or emotional challenges, and will have a clear protocol for referring

students to the certified counselor when more specialized support is needed. The certified counselor will be responsible for the direct provision of counseling services, as well as for training and advising Guides on best practices in student support.

Our Comprehensive School Counseling Plan will include annual goals that are developed in consultation with stakeholders, including parents, educators, and the broader school community. These goals will be rooted in our shared vision and mission, ensuring that all students have equitable access to the opportunities and resources they need to succeed. While career exploration will be an important component of our program, it will be age-appropriate, focusing on helping students in grades 4-8 begin to understand the world of work and the various roles that adults play in it. This early exposure will lay the groundwork for more detailed career planning in later years, helping students begin to think about their interests and aspirations without the pressure of making concrete decisions.

To ensure that our counseling services are responsive to the needs of our students, we will conduct a multilevel data review process. This will include regular analysis of academic performance data, attendance records, and behavioral indicators, as well as a review of how time is being used within the counseling program. Communication and contact with administrators, parents, and students will be a key part of this process, allowing us to gather feedback and make data-driven adjustments to the program as needed. The certified counselor will be responsible for coordinating this data review and for ensuring that the counseling plan is continuously refined to meet the evolving needs of our student body.

Finally, the implementation of the Comprehensive School Counseling Plan will be carefully documented, with clear protocols for recording and tracking counseling interventions. This will ensure that all interactions with students are handled confidentially and that their progress is regularly reviewed. By maintaining detailed records and conducting ongoing evaluations, we will be able to measure the effectiveness of our counseling services and make informed decisions about how to enhance them further. This structured and collaborative approach will allow Unbound Academy to provide a comprehensive and compliant counseling program that supports the overall well-being and academic success of our students in a virtual learning environment.

I. Recruitment and Marketing

1) Describe the Year 0 plan to recruit students. Include strategies, activities, events, responsible parties, and a timeline.

Unbound Academy's strategy for student recruitment in Year 0 is designed to build awareness and engagement with families seeking a personalized and flexible online education for grades 4-8. For the 2025-26 academic year, our target is to enroll 250 students. Our recruitment approach will blend virtual engagement, targeted digital marketing, and community outreach.

Our recruitment efforts will commence with a series of monthly virtual open houses starting in February 2025. These events will introduce prospective families to Unbound Academy's innovative educational model. Each session, led by the Head of School and key staff, will provide an overview of our curriculum, the benefits of our online learning environment, and the support structures we offer to students. These open houses will include live Q&A segments to address any queries from participants. We anticipate that these events will be a significant draw, helping us to enroll around 125 students, which constitutes half of our enrollment target.

Simultaneously, from March to July 2025, we will execute a targeted digital marketing campaign. This campaign will leverage platforms such as Facebook, Instagram, and Google Ads to reach families interested in alternative educational options. Our advertisements will emphasize the advantages of online learning, such as flexibility,

individualized instruction, and our use of advanced educational technology. A professional ad management service will optimize the campaign, ensuring its effectiveness. Through these efforts, we aim to attract approximately 75 students, contributing to 30% of our enrollment goal.

To reach families who may not be as engaged online, we will collaborate with local community organizations and libraries beginning in March 2025. We will distribute informational flyers and conduct presentations to spread awareness about Unbound Academy's offerings. This approach is intended to connect with families who are interested in our educational model but are less accessible through digital channels. We expect these community outreach initiatives to play a crucial role in achieving our enrollment target, contributing the remaining 20%.

Throughout this period, we will continually assess and refine our strategies based on feedback and enrollment data. By focusing on engaging presentations, targeted advertising, and proactive community outreach, we aim to establish a solid foundation of students eager to be part of Unbound Academy's inaugural class.

a) **Describe the key elements of the school's marketing plan aimed at recruiting and retaining students in subsequent years**

In subsequent years, Unbound Academy's marketing strategy will focus on sustaining and expanding student enrollment by highlighting the benefits of our fully online educational model and adapting to the evolving needs of the community.

Our primary marketing effort will continue to center around maintaining a robust digital presence. We will sustain our targeted advertising campaigns on social media platforms and search engines. These campaigns will promote new features, curriculum updates, and success stories from current students, aiming to attract new families. This allows us to remain competitive and visible in the educational market.

In addition to paid advertising, we will enhance our content marketing strategy. This will include regular updates to our blog, newsletters, and the production of educational videos that resonate with our target audience. By optimizing our content for search engines, we aim to boost organic traffic to our website, making it easier for families to discover and learn about Unbound Academy.

We will also formalize an ambassador program, involving alumni and current parents who can share their positive experiences through various channels. These ambassadors will act as advocates, participating in social media campaigns, community events, and school-hosted forums, thereby building trust and attracting prospective families.

Strengthening our partnerships with local community organizations will continue to be a key focus. By maintaining relationships with libraries, community centers, and educational groups, we will ensure that we remain connected to the community and provide valuable touchpoints for prospective families to learn about our school.

We will host regular virtual open houses and informational webinars throughout the year to showcase updates to our educational model and share student achievements. These events will serve as ongoing recruitment tools, providing families with insights into our programs and the benefits of our online learning environment.

To enhance student retention, we will focus on offering a rich and engaging student life. This will include a variety of extracurricular activities, virtual clubs, and social events designed to keep students engaged and connected. By fostering a dynamic and supportive online community, we will not only retain current students but also attract new ones through positive word-of-mouth.

Overall, our marketing plan for subsequent years integrates continuous digital engagement, content marketing, community partnerships, and vibrant student life initiatives. This comprehensive approach will ensure that Unbound Academy remains an attractive and viable option for families seeking a personalized and flexible educational experience.

2) **In accordance with Arkansas law 6-23-306, the school must prohibit discrimination in its admission policy based on gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If the school has more applicants than available seats, then it shall conduct a random, anonymous lottery to fill the seats. Describe how the school's enrollment lottery process will comply with these requirements.**

To ensure compliance with Arkansas law 6-23-306, Unbound Academy will establish an enrollment process that is both fair and transparent, reflecting our commitment to equal opportunity for all students. We will maintain an admissions policy that actively prohibits discrimination based on gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. This commitment will be clearly communicated in all our marketing materials, admissions documents, and on our official website.

During the enrollment period, Unbound Academy will accept applications from interested students. Each application will be timestamped upon receipt to ensure an organized and fair process. We will assign a unique identification number to each applicant, maintaining anonymity throughout the lottery process, if required. The information collected during enrollment will be limited to what is necessary to complete the application, avoiding any inquiries into the applicant's protected characteristics.

If the number of applicants exceeds the number of available seats, Unbound Academy will conduct a random, anonymous lottery to allocate spots fairly. We will announce the details of the lottery, including the date, time, and location, at least two weeks in advance. This announcement will be made through multiple channels such as our website, social media, and local community boards to ensure that all interested parties are informed. We will invite parents and community members to witness the lottery to ensure its transparency.

On the day of the lottery, the process will be carried out using a secure, randomized system, such as a computerized random number generator. An independent observer will oversee the lottery to verify that it is conducted with integrity and fairness. After the lottery, families of students who are selected will be promptly notified via email and postal mail. These families will have a specified period to accept the offer and complete the registration process. Should a family decline the offer or fail to respond within the given timeframe, the spot will be offered to the next student on the waiting list.

Students who are not selected in the initial lottery will be placed on a waiting list, ordered according to the results of the lottery. As spots become available, we will contact families on the waiting list in the order they were drawn, giving them the opportunity to register their children.

Throughout this process, we will keep comprehensive records, including the method used for the lottery, verification by the independent observer, and all communications with applicants. These records will be securely stored and made available for review to ensure compliance and transparency.

Unbound Academy is committed to regularly reviewing and refining our lottery process to uphold high standards of fairness and transparency. We will actively seek feedback from parents and the community to continually improve our procedures, ensuring that every student has an equal opportunity to enroll at our school. This approach reflects our dedication to fostering a diverse and inclusive educational environment where every student has the chance to thrive.

a) **Ark. Code Ann 6-23- 306(14)(B)(ii)(a) and (b) allows for certain enrollment preferences. Will the charter school utilize any of the permitted enrollment preferences? If so, please briefly describe the school's policy.**

Unbound Academy will comply with Arkansas law 6-23-306 by ensuring that our enrollment process offers equal access and opportunity to all eligible applicants, without discrimination based on gender, national origin, race, ethnicity, religion, disability, academic eligibility, or athletic eligibility.

While adhering to this inclusive policy, we will also implement specific enrollment preferences allowed under Ark. Code Ann. 6-23-306(14)(B)(ii)(a) and (b). These preferences are intended to support family continuity and acknowledge the contributions of our founders and staff, while remaining within the parameters set by state law.

Unbound Academy will first apply a sibling preference, giving priority to siblings of currently enrolled students. This ensures that families can have their children attend the same school, facilitating convenience and continuity.

In addition, we will implement a founder and staff preference. Children of the school's founders and full-time staff members will receive priority for up to 10% of available seats. This preference recognizes the vital roles played by our founders and staff in establishing and maintaining the school, and supports our efforts to attract and retain dedicated personnel.

These preferences will be applied systematically before the general lottery. Seats will first be allocated to those eligible for sibling or founder and staff preferences. Once these seats are filled, the remaining spots will be assigned through a random, anonymous lottery. This ensures a transparent and fair process for all applicants, while honoring our commitments to families and staff.

In adopting these preferences, Unbound Academy aims to balance the needs of our school community with our goal of providing fair educational opportunities to all students. This policy underscores our dedication to maintaining an inclusive and equitable admissions process.

Section 6: Financial Plan and Fiscal Sustainability

In the table below, indicate the number of students the charter school intends to serve for each year of the initial charter term. What data and factors were used to determine the demand for the school and the projected enrollment shown in Table 1?

Table 1: Annual Enrollment Projections (Years 1-5)

School Year	Grade Levels offered	Total projected Student Enrollment for all grades	Faculty projections based on anticipated enrollment	Non-faculty projections based on anticipated enrollment
Year one	4-8	250	9	2
Year two	4-8	500	16	3
Year three	4-8	1000	31	5
Year four	4-8	1500	46	7
Year five	4-8	2000	61	9

1) **Provide a startup budget and a three-year budget forecast beginning July 1 of year 1, necessary to sustain the successful startup of the school. Include revenue projections, expenses, and anticipated fund balances. A copy of the startup and three-year projected budget should be included with the application.**

Please see Exhibit D on page 122 for our Startup Budget. Please see Exhibit E on page 124 for our Three-Year Budget.

a) **Include in your budget analysis the line-item revenue and expenditure assumptions on which the operating and start-up budgets are based. This description should include the basis for revenue projections, staffing levels, and expenses. Provide sufficient information to guide a full understanding of how budgetary figures were determined.**

Unbound Academy's budget is designed with an emphasis on aligning financial resources with our educational goals, ensuring fiscal sustainability across the first three operational years. We have based our student enrollment projections—250, 500, and 1000 students[6] over the first three years—on detailed market analysis that reflects demographic trends and educational needs in Arkansas. Our budget calculations assume that 93% of these students will qualify for state funding, recognizing potential fluctuations in student attendance and eligibility. Additional details are available in the provided startup and 3-year operational budget. [7]

The flexibility of our financial management strategy is evident in our predominantly variable expense structure, allowing us to adjust spending according to actual student enrollment. This adaptive approach helps manage risks associated with enrollment fluctuations effectively. Staffing, a major component of our operational expenses, involves competitive salaries set above market rates to attract and retain high-quality educators and staff. For instance, our Head of School earns an annual salary of $150,000, while lead guides for every 100 students are compensated at $100,000. We also anticipate annual salary increases of 3%, ensuring our wages stay competitive and supportive of staff retention.

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[6] See Exhibit C for Enrollment Matrix
[7] See Exhibits D and E for startup and three-year budgets, respectively

Our staffing model includes a proven guide-to-student ratio of 33:1, with one lead guide for every 100 students and additional guides for every 50 students. This ratio has demonstrated effectiveness in providing personalized attention and support, ensuring high educational outcomes.
Our operational budget also accounts for substantial investments in technology and infrastructure, crucial for delivering a robust virtual educational experience. We allocate $2,000 per student each year for educational platforms and provide a $900 computer to each newly recruited student. These investments are critical for ensuring all students have the necessary tools for effective learning.

Despite these significant outlays, our budgeting strategy includes the accumulation of a surplus, initially projected at about $825,000 by the end of the start-up period and normalizing to $250,000 over time. This surplus is anticipated to be utilized in the second year to fund expanded marketing efforts necessary for supporting increased enrollment in the third year, which will temporarily lower our reserves to approximately $50,000. However, with the student body expected to reach 1,000 by the third year, we project the reserve will rebuild to approximately $250,000.

Cost-effective operational efficiencies are further achieved through partnerships, such as our agreement with Trilogy Enterprises, Inc., which limits general and administrative service costs to 2.5% of revenue (capped at $150,000 annually). This cap ensures these essential services are provided economically without sacrificing quality.

The board of Unbound Academy actively engages in financial oversight, committing to a quarterly review of the budget. This process allows us to recalibrate our financial strategy as needed, adapting to changing operational conditions and strategic goals. This diligent oversight ensures that our financial planning supports our mission to deliver high-quality education while maintaining a robust fiscal foundation. Through proactive financial management and strategic operational planning, Unbound Academy is well-prepared to offer a high-caliber educational experience and maintain financial health, ensuring we can meet both current and future educational challenges effectively.

Key assumptions are:

Start-Up (Year 0) Budget Assumptions (January 2025 - July 2025):
General
- The start-up period will run from January 2025 through July 2025.
- YYYYY, LLC has made a $1.35 million secured equity commitment to fund the start-up period.[8]
- Unbound Academy projects a ~$825,000 surplus at the end of the start-up period.

AIS / Staff
- 1 Head of School @ $150,000 annual salary, totaling $37,500 over 3 months
- 3 Lead Guides @ $100,000 annual salary, totaling $75,000 over 3 months
- 1 Clerical support for Head of School @ $60,000 annual salary, totaling $15,000 over 3 months
- 5 Guides @ $60,000 annual salary over 2 months
- All staff receive benefits of ~30% of base salary

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[8] See Exhibit F for funding commitment letter from YYYYY, Inc

Operations
- $250,000 marketing expense targeting 250 students ($1,000 per student)
- $6,000 office lease for shared space at $499/employee/month for leadership team
- $15,000 for 6 months of liability and commercial insurance
- $1,000 for internet connectivity at $40/employee/month
- $15,000 for staff computers at $1,500 per computer
- We allocated the expense of buying computers for students into the budget for the school year the student joins. In the three year budget assumptions below, you will see that we allocate $900 per new student cost for a computer, and from the 3-year budget in Exhibit E (page 119), student technology equipment is $225,000 (250 first year students).

Three Year Budget Assumptions:

General
- The first school year will be 2025-2026. Net surplus funds are carried over each year.
- Enrollment is projected at 250, 500, and 1,000 students in years 1-3 respectively. Budgeted funding assumes 93% eligibility, equating to foundation funding for 230, 462, and 928 students in each of the first 3 years.
- Most expenses are variable and will scale with enrollment. The budget does not rely on student-count based funding.
- Our break-event point is 391 students. Thanks to the scalability of our model, we could operate sustainably with enrollment less than half of our Year 3 target.

AIS / Staff
- Administration: 1 Head of School @ $150,000 salary; 1 Clerical support per 250 students @ $60,000
- Guides: 1 Lead Guide per 100 students @ $100,000; 1 Guide per 50 students @ $60,000 (33:1 student-teacher ratio)
- Special Education: 1 Teaching Assistant @ $60,000; additional contracted services
- 3% annual salary increases; benefits at ~30% of base salary

General Services
- $100/staff for supplies
- Special education contracted at $90/hr, 200 hrs/year per 250 students
- 2HR Learning platform @ $2,000/student/year
- SIS software @ $7/student/month
- $25,000 annual audit
- G&A services from Trilogy Enterprises at 2.5% of revenue, $150,000 annual cap

Operations
- $2,500 annual supplies budget
- Marketing at $1,000 per new student, assuming 8th grade attrition + 10% other attrition, with a $320,000 per year cap
- $499/head office lease for 2 people
- $31,000 liability/commercial insurance
- Staff: $40/employee/month internet, $1500/new hire computer, $1000/staff/year other
- Students: $900/new student computer, assuming 50% of exiting students return computers (for laptop costs, please see the line "Student Technology Equipment" in our Three-Year Budget)

Please see Exhibit D on page 122 for our Startup Budget. Please see Exhibit E on page 124 for our Three-Year Budget.

b) **Describe any anticipated state and federal funding sources the school expects to receive in addition to per-pupil foundation funding. In addition to these alternative income sources, clearly explain the degree to which the school budget will rely on variable income (grants, donations, fundraising).**

Unbound Academy's budget does not rely on any anticipated state and/or federal funding sources, or other variable income (grants, donations, fundraising).

2) **If the budget is contingent upon funding sources beyond those typically provided by the state and federal government, provide evidence of such funding.**

While we will apply for federal funding, our budget does not require it. Unbound Academy has secured an equity grant of $1.35m from YYYYY, LLC, an affiliate of 2hr Learning, Inc., to cover our anticipated funding shortfall until year 3, at which point Unbound Academy will generate an operating surplus which will be accretive to our reserve. We do not expect to require any other funding sources.

3) **Explain how the school will remain fiscally sustainable and describe the school's emergency plan for cash flow challenges, a budget shortfall, lower-than-expected enrollment, or other financial challenges in the early years of operation.**

Fiscal Sustainability Measures:

Unbound Academy has built several safeguards into its budget to ensure fiscal sustainability:

Conservative budgeting: The budget uses conservative revenue and expense assumptions. Enrollment and funding projections are based on 93% student eligibility rather than 100% to account for potential fluctuations in attendance and eligibility. This conservative approach helps ensure the school can withstand lower-than-expected revenue.

Variable expense structure: Most of the school's expenses, such as staffing, are variable and will scale proportionately with actual student enrollment. This allows the school to adjust spending if enrollment is lower than anticipated, reducing the risk of budget shortfalls.

Accumulation of surplus: The budget is designed to accumulate a surplus of approximately $825,000 by the end of the startup period, which will normalize to around $250,000 over time. This surplus provides a safety net for unexpected expenses or revenue shortfalls, especially in the early years as enrollment ramps up. Cost containment through partnerships: Unbound has secured favorable terms with key partners to control costs. For example, the agreement with Trilogy Enterprises caps general and administrative service costs at 2.5% of revenue or $150,000 annually, whichever is lower. This ensures essential services are provided cost-effectively.

Active board oversight: The board commits to reviewing the budget quarterly. This allows for timely recalibration of the financial strategy as needed to adapt to changing conditions and ensure ongoing fiscal health.

Emergency Plan for Financial Challenges:

While the school's budget is designed to mitigate risks, Unbound Academy also has an emergency plan to address potential financial challenges:

Cash flow challenges: If faced with a temporary cash flow shortage, the school would first tap into its accumulated surplus funds. If additional funding was needed, the school would seek additional grants, or short-term loan or line of credit from a financial institution, leveraging its assets and expected future revenue as collateral.

Budget shortfalls: In the event of a budget shortfall, Unbound would take immediate steps to reduce expenses. The variable expense structure allows for quickly scaling back staffing and other costs to align with actual enrollment and revenue. Non-essential expenses would be deferred or eliminated. The board would work with school leadership to identify areas for cost savings and develop a revised budget.

Lower-than-expected enrollment: If enrollment is significantly lower than projected, Unbound would first adjust staffing levels and other variable expenses to match the actual student count. The school could also explore additional revenue opportunities, such as grants or fundraising. In an extreme case, the board would consider strategic options like consolidating operations or partnering with another school.

Unexpected expenses: The surplus built into the budget serves as a rainy-day fund for unexpected costs. If expenses significantly exceed the surplus, the school would seek alternate funding such as grants, donations, or loans. Expense reductions would also be implemented as needed.

By combining proactive budget management with clear contingency plans, Unbound Academy is well-positioned to maintain financial stability and weather potential challenges in its early years. The school's leadership and board will closely monitor finances and stand ready to adapt strategies as needed to ensure the long-term fiscal health and educational success of the institution.

4) **Describe how the annual operating budget will be developed and refined each year in accordance with Ark. Code Ann. §6-23-306 (10). Please include how resource allocation decisions are aligned with organizational improvement priorities, student achievement data, and mission-driven priorities.**

At Unbound Academy, the development of our annual operating budget is a rigorous process that is deeply intertwined with our mission to provide every child with a personalized and engaging education. This process, governed by the principles laid out in Ark. Code Ann. §6-23-306 (10), ensures that each financial decision is made transparently and with input from a broad spectrum of stakeholders.

Budget Planning and Stakeholder Engagement

The budgeting process begins with strategic planning sessions involving our Board of Directors, financial advisors, and educational leaders. These sessions are grounded in our mission and the transformative 2hr Learning model, which is central to our educational philosophy. As we plan, we thoroughly consider the financial implications of deploying AI technology and personalized learning strategies that have proven successful. This ensures our budget aligns with the innovative approaches we are committed to implementing.

To enhance transparency and community involvement, we present draft budgets to a wider group of stakeholders, including parents and community members. This open dialogue not only fosters trust but also ensures that our budget reflects the community's values and supports our educational objectives. Feedback from these sessions directly influences budget modifications, ensuring our financial plans remain responsive to the needs of our students and the community.

Data-Driven Financial Decisions

Central to our budgeting process is the integration of data from continuous assessments of student performance and the effectiveness of our teaching methods. This approach allows us to allocate resources strategically to areas where they have the greatest impact on enhancing student learning outcomes. Our commitment to maximizing each student's potential is reflected in our financial priorities, such as significant investments in educational technology and professional development for our guides. These investments are crucial for supporting the 2hr Learning model, which enables students to master academic subjects efficiently each day, leaving ample time for life skills development and personal interests.

Alignment with Educational Standards and Mission

Each budgetary decision is carefully aligned not only with state educational standards but also with our mission-driven priorities. This alignment ensures compliance with regulatory standards and supports our overarching goal of preparing students for success in a rapidly changing world. By prioritizing resources that support an accelerated learning pace and robust personal development, we are directly investing in our vision of transforming the educational landscape.

Review, Adoption, and Adjustment

The final budget is meticulously reviewed by our Board of Directors to ensure it meets all regulatory requirements and supports our long-term strategic goals. This includes a comprehensive review of fiscal sustainability and risk management strategies. Once adopted, the budget is not static; it is subject to ongoing scrutiny through quarterly reviews, allowing us to make necessary adjustments based on actual enrollment, funding changes, or emergent educational needs.

Through this thoughtful and dynamic approach to budget development, Unbound Academy remains committed to its mission of harnessing the power of technology and innovative teaching methods. Our budgeting process not only adheres to the stringent standards set by Ark. Code Ann. §6-23-306 (10) but also exemplifies a model of financial governance that supports educational excellence and sustainability.

Appendix A
ARKANSAS STATEMENT OF ASSURANCES
FOR CHARTER SCHOOLS

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application for Unbound Academy is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its governing board will address the assurances listed below through policies adopted by the sponsoring entity and charter school. In addition, if the application is approved, the sponsoring entity, governing body, administration, and staff of the charter organization shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The charter school shall be open to all students on a space-available basis and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the charter school may adopt admissions policies that are consistent with state and federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14)(B)(b)(2).

3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.

4. The charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.

5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.

6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).

7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law

8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.

9. The charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public-School Employee Insurance Program are covered under those systems to the same extent required by law.

10. Under applicable state laws, the employees and volunteers of the charter school is immune from liability to the same extent as other public school district employees and volunteers.

11. The charter school shall carefully review the potential impact of its application 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 in accordance with Ark. Code Ann. §6-23-106 (a).

12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.

13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq., as determined by the Commissioner of the Department of Education; (b) Conducting criminal background checks for employees; (c) High school graduation requirements as established by the State Board of Education; (d) Special education programs as provided by this title; (e) Public school accountability under this title; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Arl. Code Ann. 6-23-401(b).

14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the charter school, including any interest in real property purchased with public funds, shall be deemed the property of the state unless otherwise specified in the charter of the charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

15. The school's curriculum will be aligned with the Arkansas Academic Standards

16. The school will operate within the statewide assessment system

17. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as local, state, and federal revenues and expenditures.

18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with board members, administrators, and employees.

19. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public

charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

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

21. A copy of the entity's letter from the IRS reflecting tax-exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students. Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the Arkansas Statement of Assurances for Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The sponsoring entity presiding over this application and any subsequent charter operations affirm and acknowledge the information and affirmations presented in this application (sign and date):

Authorized Representative Printed Name:	Andrew S. Price
Authorized Representative Signature:	
Date:	June 14, 2024

Addendum – Virtual or Blended Operator

Explain each of the statements listed below:

1) **The rationale for opening and authorizing the online school**

   Unbound Academy's mission is to leverage innovative technology and personalized learning to provide high-quality education without geographic constraints, expanding access to students statewide. Our online model allows us to reach diverse learners across the state, delivering a rigorous, engaging curriculum that develops critical 21st-century skills.

   By integrating adaptive learning technologies tailored to each student's unique needs, Unbound Academy enhances the benefits of constructivist approaches, which have been shown to significantly improve academic outcomes.

   Key differentiators of the Unbound Academy model include:

   - Cutting-edge educational technology (from our curriculum provider 2hr Learning) that personalizes instruction and optimizes learning.
   - Highly-qualified Guides who are skilled in fostering student engagement and motivation in the online environment.
   - Rigorous academic standards that challenge students to excel, with high expectations for mastery and growth.
   - A well-rounded educational experience that balances focused academic sessions with a diverse range of subjects and skills in the afternoons.
   - Emphasis on developing critical thinking, problem-solving, collaboration, and other essential competencies for success.

   In contrast to the limitations of traditional schooling, Unbound Academy's innovative approach equips students with the adaptability, resilience, and passion for lifelong learning needed to thrive in a rapidly changing world. By authorizing our online school, you enable us to bring this transformative educational opportunity to students and families seeking a high-quality alternative to the conventional classroom.

2) **How will authorizing the online school benefit the current student population of Arkansas?**

   Authorizing Unbound Academy as an online charter school in Arkansas would provide significant benefits to the state's current student population in several key ways:

   First, our mastery-based curriculum, which ensures students achieve competency in each subject before advancing, has been shown to produce 2x the learning growth compared to traditional models. This approach, combined with our motivational techniques and highly-trained Guides, will help boost academic performance for Arkansas students.

   Second, by offering a flexible online format, Unbound Academy can expand access to high-quality education for students across Arkansas, including those in rural areas, with health concerns, or who struggle in traditional classroom settings. Our virtual model removes barriers and provides educational opportunity for all.

Additionally, Unbound Academy's focus on practical skills is designed to prepare students for real life in the 21st century. Workshops on topics like coding, entrepreneurship, and critical thinking will help Arkansas students develop skills useful later in life.

Our innovative learning technologies also enable us to personalize education in unprecedented ways. Through AI-powered tools and data-driven instruction, we can tailor learning to each Arkansas student's unique needs, interests and goals in ways that are not feasible in conventional schools.

Perhaps most importantly, Unbound Academy cultivates the curiosity and love of learning that is often lost in traditional schools. By empowering students to explore their passions, tackle meaningful projects, and drive their own education, we reignite the enthusiasm for learning that will benefit them throughout their lives. For Arkansas students who may feel disengaged or ill-served by the current system, Unbound offers a transformative alternative.

Authorizing Unbound Academy would give Arkansas students access to a research-backed, results-driven educational model that boosts achievement, expands opportunity, prepares them for the future, and reignites their natural love of learning. We are committed to leveraging our innovative curriculum, technology and passionate educators to deliver the world-class education Arkansas students deserve.

3) **Describe the role of the teachers within the online learning environment.**

At Unbound Academy, our teachers serve as individualized "Guides" who provide personalized support and mentorship to students within our online learning environment. Guides work with approximately 30 students on average. This enables them to tailor their approach to each learner's unique needs, abilities, and interests.

Utilizing real-time learning data from our AI-powered platform, Guides identify skill gaps and provide targeted interventions. For example, they deliver micro-tutorials on specific concepts a student is struggling with, resulting in measurable gains in proficiency levels.

In our competency-based progression system, Guides advance students based on demonstrating mastery of elevated academic standards, not seat time or age. As a result, a significantly higher percentage of our students will exhibit true mastery compared to state and national averages.

By shifting from the traditional lecturer role to that of an individualized mentor and coach, Unbound Academy Guides leverage our sophisticated online platform to actualize a transformative vision for personalized learning. Their core responsibilities center on providing unparalleled support and guidance aimed at maximizing each student's potential.

4) **Verify by your signature below that the proposed school will abide by the following high-quality standards for online instruction:**

   1. *The Online School involves representatives of the Online School's community, as well as staff, in a collaborative process to develop and communicate the Online School's vision, mission, goals and results in a manner appropriate to the online model for that program. The Online School provides leadership, governance, and structure to support this vision, and these supports are used by all staff to guide the decision-making.*

   2. *The Online School has a plan and timeline to accomplish the technological infrastructure capable of meeting the needs of students and staff and supporting teaching and*

learning. The Online School uses a variety of technological tools and has a user-friendly interface. The Online School meets industry-accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.

3. The Online School has and implements a technology plan that includes (but is not limited to) documentation that all students and Parents know and understand the acceptable use of the Internet in in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or "at location") to students, the Online School will use filtering software to prevent access to inappropriate materials.

4. Online Schools must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support for student academic achievement.

5. Online School demonstrates levels of attainment of statewide performance indicators that Meet expectations established by the Department's annual performance review.

6. The Online School's Teachers use ongoing, research-based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning.

7. The Online School has a policy regarding course completion.

8. The Online School follows policies for tracking attendance, participation, and truancy. The policy includes documentation of Teacher/student interaction.

9. The Online School has a policy and the infrastructure to store, retrieve, analyze, and report required student, teacher, financial, and other required data collections.

10. The Online School has a policy of providing guidance counseling services as appropriate to grade level and student needs.

11. The Online School has a policy guiding school/home communication about student and program progress, school governance, and school accountability that is relevant, regular, and available in the native language where reasonable.

12. Instructional strategies, practices, and content address various learning needs and styles of students. The Online School uses a body of evidence to identify advanced, underperforming, economically disadvantaged, or other special needs students. The Online School will work to ensure that support structures and programs, including but not limited to Title I, ESL, Special Ed. and Gifted and Talented are integrated into the school's instructional program to promote and support student learning.

13. The Online School evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the Online School's leadership, teachers, parents, students, community

members, and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the school performance reports.

14. The Online School shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to mentors, teachers, administrators or any other persons in unsupervised contact with the student, except parents supervising their children's educational program.

15. The Online School has an established policy to conduct virtual home visits to enhance school-family engagement.

Signature of the authorized representative

_____

Date: June 14, 2024
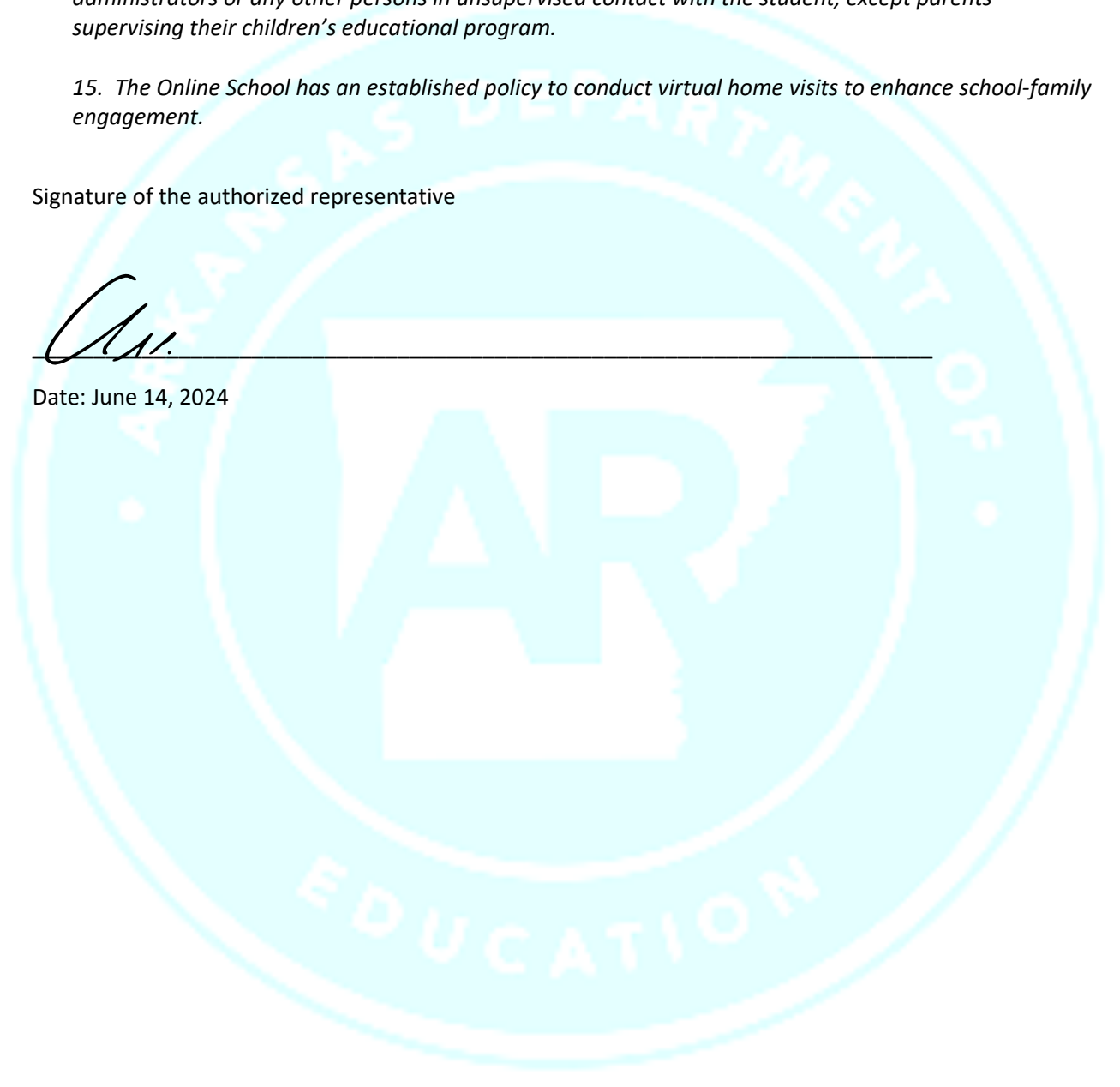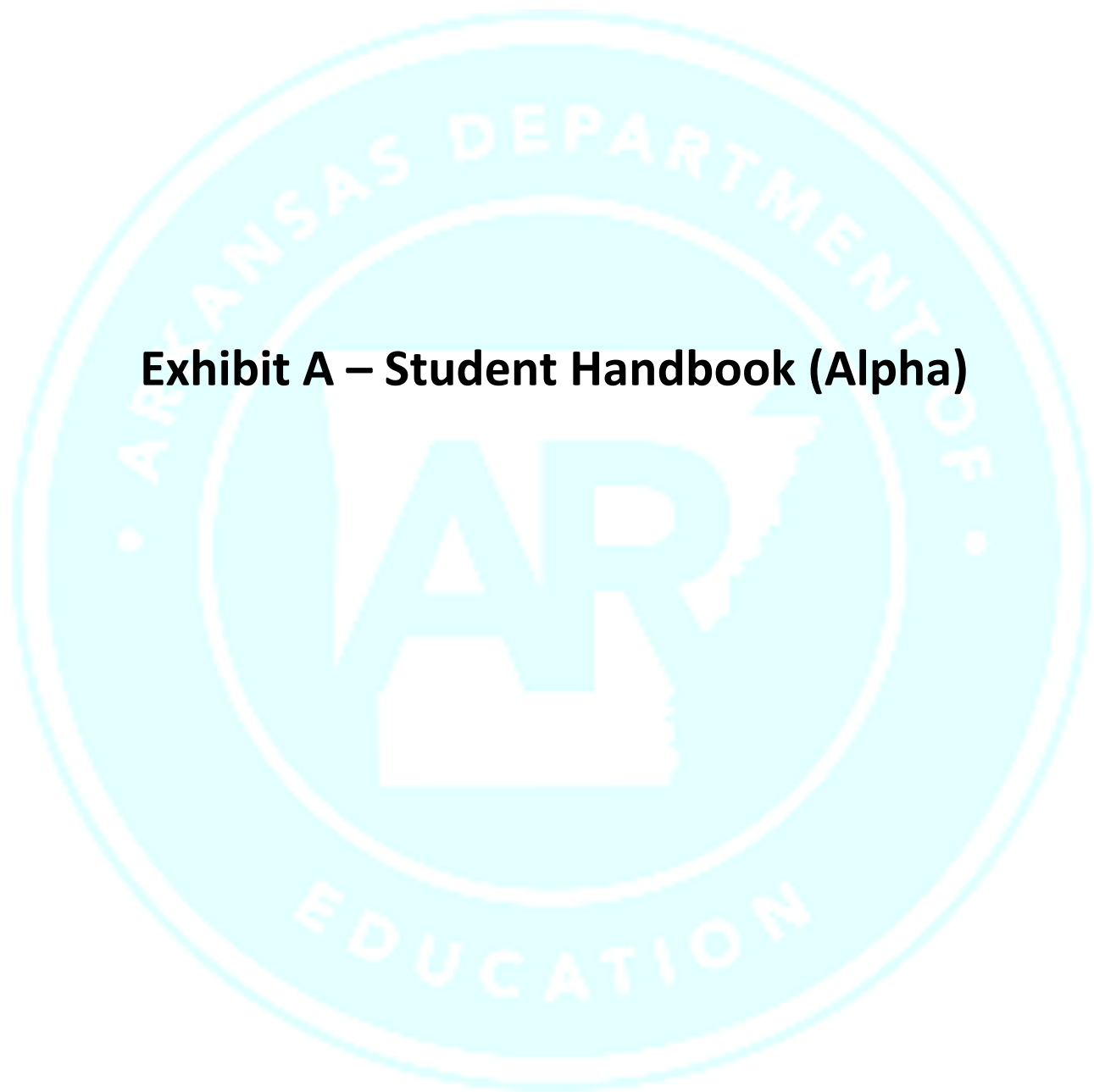
Exhibit A – Student Handbook (Alpha)

ALPHA

AUSTIN K-8: SPYGLASS CAMPUS HANDBOOK

Alpha Student Handbook

Table of Contents

About Alpha

Alpha was founded in 2016 as a private school located in Austin, Texas, serving students from kindergarten through high school graduation. The Alpha Spyglass campus serves students in grades K-6.

Alpha - Spyglass
1201 Spyglass Drive
Austin, TX 78746
512-358-1672

This handbook is intended to be a living document. The date on the cover page reflects the most recent date of changes.

Educational Philosophy

Alpha was founded on three commitments that form the basis of our educational philosophy:

- **Students love school.**
  Students love school when they see how their day-to-day work is aligned with their interests and passions. At Alpha, students feel a sense of ownership of the community and are encouraged and supported by guides they trust. Students at Alpha persevere through challenges and failures because they understand it is the positive cycle on the path to success. As they develop competence, they develop confidence and a desire to learn and develop their talents and passions.

- **Students learn two times (2x) more in only 2 hours per day.**
  Alpha students learn twice as much as standard school students while only spending 2 hours per day on academics. We accomplish this by replacing the standard teacher-in-front-of-a-classroom model with personalized, mastery-based learning. Learning science, technology and AI enable this accelerated learning. In our Learn2Learn workshops students are taught to become self-driven learners. By only having to spend mornings on academics, Alpha frees up afternoons for challenging, ambitious, and exciting project-based learning workshops.

- **Students learn life skills.**
  Alpha students learn life skills like teamwork, leadership, grit, entrepreneurship, public speaking, and financial acumen. During these workshops, students tackle ambitious projects individually or with a group of their peers. Workshops are not just participatory. Success is determined by an objective Test to Pass (T2P) so students demonstrate their capabilities and mastery of the life skill.

How Alpha Works

Alpha is separated into six multi-age levels: Learning Lab (LL), Learning Incubator (Linc), Level 1, Level 2, Level 3, and High School. Each level has a specific curriculum that is part of a larger, whole-school continuum organized by subject.

LL/LINC (K-2)
Level 1 (3-4)
Level 2 (5-6)
Level 3 (7-8)
High School (9-12)

Alpha tracks student academic progress and that information is available on the student dashboard, DASH.

Alpha uses NWEA's Measure of Academic Progress (MAP) test to measure 2x learning and academic growth. The MAP test is administered three times a year and allows Alpha to track academic progress, measure 2x learning, and identify areas where a student's academic resume needs support. Student achievement and growth results are shared with students and parents after every MAP test.

As a part of developing ownership and a strong work ethic, students are encouraged to work on their goals at home if they did not complete them during the academic day. To that point, each student is issued a laptop for the entirety of the school year and they may take that laptop home after school and on weekends.

Each Alpha day begins with a Limitless Launch. Limitless Launch is Tony Robbins for students. It is a time for guides to instill in students the belief that they are limitless. Growth mindset behaviors and strategies, examples of kids doing impossible things, and teamwork activities are used to develop kids' limitless mindset.

A Guide's job is to provide emotional and motivational support and hold high standards for each student. Alpha believes this is the magic that unlocks each student's limitless potential. Guides develop student's growth mindset, learn their interests and passions, and coach them to new heights. Guides also build and deliver challenging and exciting workshops that develop student's limitless life skills.

The Alpha school year begins in mid August and ends in early June. The year is separated into five sessions that run approximately seven weeks each. Alpha maintains traditional Thanksgiving and winter breaks.

Daily Schedule & Procedures

Daily Schedule

Schedules vary by Level and session. Daily schedules for each Level are available on ParentSquare. Questions regarding schedule changes and variations should be directed to the Dean of Parents.

Daily Items to Bring to Alpha

- Weather-appropriate clothing and shoes
- Backpack or other school bag
- School-issued laptop and charger
- Water bottle with lid
- Lunch (if not participating in Alpha lunch program)
- Writing utensils and a notebook

Check-In and Check-Out

Student well-being is our primary concern. To assist in keeping our students safe and accounted for, we ask that parents adhere to the following procedures:

- If planning to arrive at Alpha after the school day begins (8:30am), parents should notify the Campus Coordinator via ParentSquare. Students are responsible for checking in with a Guide upon arrival.
- When picking up students early, parents or authorized pickup persons should notify the Campus Coordinator via ParentSquare of student departure. Students may not be released to adults not listed on the authorized pickup list.
- To discuss absences, late arrivals, early releases, or changes to authorized pickup persons, parents may call 512-595-0801 or notify the Campus Coordinator via ParentSquare.

Pick-Up and Drop-Off

Both pick-up and drop-off traffic begins at the Spyglass Drive entrance. Cars pull into the parking lot from Spyglass Drive, drive through the back parking lot, and are greeted by staff at the portico area. A visual map is available on ParentSquare.

Students may be dropped off between 8:15am-8:45am. Students may not enter the Alpha building before or after school without an adult or Alpha staff member present. Students are considered tardy after 8:45am.

Pick-up begins at 3:30pm for all students. Students will not be released to walk to their parent's parked cars off campus. Parents are welcome to park and walk up to pick students up. We ask all parents to drive through the pick-up line after 3:15pm. Students must be picked up by 4:00pm.

Parents may provide written permission for their children to leave campus unattended at the end of the day once the student is nine years of age. Additionally, parents must notify the school any time their

child will leave campus with anyone not already on their authorized pick up list. Alpha does not assume responsibility for student safety once they leave the campus grounds. Please contact the Dean of Parents for additional information.

Lunch Program

Families may enroll students in the Alpha lunch program. If you have not done so already, or you would like to learn more on how to enroll, email student.management@alpha.school. Alpha uses a 3rd party Lunch Provider, School Eatery. Menus are distributed 4 weeks in advance via **ParentSquare**. The menu features organic, seasonal fruits and vegetables and contains a variety of high-quality, clean foods. The program offers vegan, dairy-free, and gluten-free options to accommodate students with dietary restrictions (most days).

Health Services

Upon enrollment or re-enrollment, parents must provide up-to-date immunization records, a physical exam form, and proof of current health insurance for each student. Forms must be completed by the child's doctor and submitted prior to the first day of attendance. Enrollment will not be considered complete until student files are updated with these items. Students may be prohibited from participating in off-campus trips and other liability-laden activities if medical information and waivers have not been received within the communicated timeline.

Alpha does not have a nurse on campus. If your student requires medication during the school day, please contact your Campus Coordinator via ParentSquare. Students may not keep any kind of medication, prescription or over-the-counter, in their locker or backpack.

In the case of illness, students who have vomited due to sickness or have a fever in excess of 100.4° F may not come to school until they are fever-free without the help of fever-reducing medication and have not vomited for at least 24 hours. Fever-reducing medicine does NOT stop the spread of germs. If your child has a fever or has experienced vomiting or diarrhea, do not bring them to school.

All Alpha staff is CPR and First Aid certified annually. If a student becomes sick at school, staff will immediately notify parents and/or the emergency contact listed to arrange pick-up. In the event of an emergency, staff will call 911 immediately and inform the parents and/or the emergency contact provided.

In the case of lice identification, Alpha requires that the infected student is treated before returning to school. Lice checks are performed within the student's level when lice is identified. Students who are found to have live bugs or viable nits will be sent home immediately and may not return to school until treated. Alpha will also alert parents if nits that are not viable are found.

Any additional health or medical information may be provided directly via ParentSquare.

Safety

Trusting Alpha with the safety and well-being of your children is of the utmost importance to Alpha staff. All employees undergo two background checks. Alpha's third-party HR company completes the first, then Alpha performs an FBI Background Check independently. The FBI Background Check includes fingerprinting.

Once hired, Alpha staff complete several mandatory trainings to learn and practice Alpha's health and safety protocols. Please see the Staff Training section of this handbook for further details. Topics covered in required training include: recognizing and reporting abuse and neglect, behavior management, CPR, first aid, driving safety, fire drills, incident reporting, and internet safety, among others.

Building access is restricted to Alpha staff. All doors are locked at all times and can only be accessed with an Alpha-issued photo keycard. All visitors, including parents, must ring the front doorbell, identify themselves, and be escorted in by a staff member. All staff is trained to approach any unfamiliar person on campus and to escort unapproved visitors off campus immediately.

Students are only allowed outside of the school building if an adult is accompanying them. This includes Q-breaks, lunch, and outdoor Core Skills or workshops. During the first week of school, students undergo an orientation in which they walk the property line of the campus and review which areas they can access, and which areas are out-of-bounds. Students who violate safety expectations and attempt to access out-of-bounds areas will be subject to having their outdoor privileges restricted.

Please refer to the Check-In and Check-Out, Pick-Up and Drop-Off, Health Services, Staff Training, Cell Phone Policy, Code of Conduct, Technology Acceptable Use Policy, and Off-Campus Travel sections of this handbook for more information on Alpha safety precautions.

Alpha's safety and risk management protocols are regularly reviewed by Alpha's legal counsel, Husch Blackwell as well as our insurance provider, The Leavitt Group.

School Policies

Alpha Anywhere

Adaptive software allows flexibility and accommodation for absences due to travel and other major life events. Alpha Anywhere is the remote mode of school that allows students to keep up their academic work while not participating in daily, on-campus programming. Please contact the Dean of Parents for more information or visit ParentSquare.

Attendance

Students are expected to attend each school day to ensure program continuity. Excessive absences will be addressed by the Dean of Parents when impeding the student's ability to participate in academic programs and workshops.

Parents are expected to notify the Campus Coordinator of all late arrivals, early dismissals, or absences via [ParentSquare](.).

Cell Phone Policy

Students may not use cell phones during school hours at the Spyglass campus, unless communicating with parents. Students must first receive permission from Guides to use a cell phone to communicate with parents during the school day. This communication should be short and not interrupt school programming. Cell phones should be stored in student lockers or cubbies when not in use.

Code of Conduct

All members of the Alpha community are expected to exhibit behaviors that positively contribute to the environment. Alpha utilizes a "Three Strike" policy to ensure a safe, productive campus. The behaviors below qualify as a Strike. Strikes are accumulated on a school calendar year basis. If in one school calendar year, a student incurs Three Strikes, it will be determined that Alpha is not the right environment for the student,, and the student will be asked to leave the school.

1. Physical violence with intent to harm.
2. Explicit language toward Guides and peers.
3. Cheating and academic dishonesty.
4. Intentional destruction of space and property.
5. No intent to uphold the academic standards.

Alpha staff documents student violations of the Code of Conduct and/or student injuries in incident reports. Incident reports assist staff in remembering details of specific incidents and tracking patterns over time.

Dress Code

The dress code at Alpha is relaxed, but should project an image of neatness, modesty, and good taste. Daily dress should be appropriate for movement and outside activity. Students may keep jackets, athletic or water shoes, or weather-specific items in lockers or cubbies.

Students are encouraged to dress in a manner appropriate to the occasion. Daily Alpha attendance, off-campus trips, and events all demand different attire. At any time, a Guide may require a student to change into more appropriate clothing if they deem the student to be out of dress code.

For general campus wear, students must be attired in clothing which is modest and respectful. Clothing must not carry advertisements for tobacco, alcohol products or bars, or promote the use of illicit substances. Clothing with obscene, disrespectful, or offensive messages may not be worn. Students must bring functional shoes, sneakers, or sandals to school each day.

Homework Policy

The Alpha academic day is structured for students to learn at a 2x faster rate than an average school's academic day in 2 hours a day. This allows for all student work to be completed during the school day. A student may be given a personalized recommendation for work to be completed at home. This may be any supplemental work to help a student get to grade level or reach personal academic goals.

Media Waiver & Social Media

The following media waiver is present in the terms and conditions set forth in all student enrollment contracts. Alpha uses student photos and videos on school social media accounts (Youtube, Twitter, Instagram, etc…) and the school website. Parents will be notified of any additional media exposure with the opportunity to decline participation. Please contact the Dean of Parents to discuss this further.

> *Parent(s)/Guardian(s) hereby agree that Alpha may create and use photographs, voice recordings, video, and written extractions of both Parent(s)/Guardians and Student, in whole or in part, in publications including on Alpha's website and social media accounts. Parent(s)/Guardian(s) hereby permit Alpha to notify media, including without limitation, newspapers, magazines, advertising, and websites of the Student's academic and other special achievements with written parent permission.*

Outside Food Recommendations

In an effort to establish healthy habits, Alpha asks parents to refrain from sending students with high-sugar snacks and treats. This includes items brought to school for celebrations, student-run businesses, and mid-day snacks. For questions on appropriate treats and student allergies, please contact the Dean of Parents.

Staff Training

Alpha staff convenes for training several times a year. Alpha staff has staff in-service days for two weeks in August and for three days after each academic session. We use this time to train staff on academic tools, finalize curriculum and motivational plans, reset the space, and complete health, safety, and other necessary training as needs arise.

All staff annually participate in the following training:
- Abuse and neglect identification and process training
- Behavior management training
- CPR training
- Driving test for school vehicles
- Emergency response plan training
- Fire drill training (5x per year)
- First aid certification
- Incident report training
- Internet filtering and safety training (academic staff)
- MAP test proctor training (academic staff)
- [Texas Mandatory Reporting](#) training through the Department of Family and Protective Services

Additionally, every staff member has daily and weekly work units that are evaluated. Communication for professional development is consistent and routine.

Technology

Alpha is dependent upon adaptive software, the internet, and several types of technology-enabled hardware. Each Alpha student is provided with the use of a laptop, as well as other available hardware as appropriate. These devices are Alpha property meant for ongoing student use.

- If a student takes their laptop home, they must bring it with them the following school day.

- School-issued technology utilized on the Alpha network, including the internet, is monitored and filtered for appropriate content.

- Students are fully responsible for Alpha hardware, both on and off-campus.

- Students are asked to leave personal computers at home unless they are needed for a particular application not available on school-issued laptops. Any use of an outside computer must be approved by Alpha Academics. Alpha's monitoring software is unable to monitor activity on devices not managed by Alpha.

- Families are held accountable for misuse and damage to any student-issued hardware. Families are responsible for the cost of missing, damaged, or stolen devices.

- Alpha will loan Dell chargers upon request. Chargers must be returned within five days of a student's return to campus. Families will be charged a $50 replacement cost if chargers are not returned. If families would like to purchase their own charger for home use, Alpha recommends [this charger](#)to maintain Chromebook longevity.

Technology Repair Policy

At Alpha, we empower our students with cutting-edge technology to facilitate their learning experience. Below are the policies governing the repair and replacement of MacBooks and Chromebooks:

1. Warranty and Repair:
- Each computer (MacBook and Chromebook) comes with a standard warranty.
- If the damage is beyond warranty, parents are responsible for the repair or replacement of the device.
- Chromebook: Costs for repair or replacement will not exceed $400.
- MacBook: Costs for repair or replacement will not exceed $930.
- A functional device will be available for the student to use during the repair process.

2. Replacement and Longevity:
- Devices deemed beyond repair may be replaced at the above-stated costs.
- Alpha will replace Chromebooks every three years, as they are expected to last this long.
- To preserve longevity, students must keep their provided cases on their Chromebooks. Removal of cases requires the purchase of a replacement at $35.

3. Parent Responsibility:
- Parents are accountable for costs associated with damages beyond the warranty coverage.
- We encourage responsible handling of the devices to avoid unnecessary expenses and disruptions in your child's education.
- Your collaboration in this technology initiative is vital to our mission of revolutionizing the educational experience. Please don't hesitate to reach out with any questions or concerns.

Repair costs for other technology (iPads, headphones, etc.) will vary.

All repair costs will be charged via the family's Chargify account.

Summer Device Policy - Returning Students
All returning students may take their Chromebook home over summer break. Returning students must bring their device back to Alpha for the first day of the school year. If no device is returned, families will be charged a full computer replacement fee ($400).

Upon return to school, Chromebooks will undergo an assessment of damage to ensure capability for daily school use. All devices returned to school with damages that prevent the Chromebook from being used will be subject to the repair policy above.

To ensure a great first day, please assess your student's Chromebook before the first day of school and email student.management@alpha.school if the device does **not** have any of the following:

- Power-on capability
- Wifi connection
- Intact screen
- Intact keys
- Functional trackpads (clear of stickers)
- Functional headphone connection
- Case

Technology Acceptable Use Policy

Terms and conditions for use of the Alpha network, hardware, access to the internet and applications:

The Alpha network and internet access is available to students and staff at Alpha. Our goal in providing these technologies is to promote educational excellence at Alpha by facilitating resource sharing, innovation, and communication.

With access to computers and people all over the world comes the availability of material that may not be considered of educational value in the context of the school setting. Alpha takes available precautions to restrict access to inappropriate materials. However, on a global network it is impossible to control all materials and a user may discover inappropriate information.

The smooth operation of the Alpha network relies upon the proper conduct of the end users, students and staff, who must adhere to strict guidelines. The guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the Alpha network, internet and email resources. If an Alpha user violates any of these provisions, their access may be terminated and future access could be denied.

Internet - Terms and Conditions

1) **Acceptable Use**: The purpose of the Alpha network and access to the internet is to support research and education in and among Alpha programs. School use of these resources must be in support of education and consistent with the educational objectives. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secret. Use for third-party product advertisement or political lobbying is also prohibited. Use for commercial activities not sanctioned as school-appropriate is not acceptable.

2) **Privileges**: The use of the internet is a privilege, not a right, and inappropriate use may result in cancellation of those privileges. Inappropriate use of the internet or Alpha network will call for disciplinary measures. The administrative team will determine what is inappropriate use and their disciplinary decision is final. The administrative team may deny, revoke, or suspend specific user access.

3) **Netiquette**: You are expected to abide by the generally accepted rules of the Alpha network, internet, and email etiquette. These include, but are not limited to the following:

- Be polite. Your messages should not be abusive to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal your personal address or phone number or the addresses and/or phone numbers of students or colleagues.
- Illegal activities are strictly forbidden.
- Note that electronic mail (e-mail) or messaging on the Alpha domain is not guaranteed to be private. Administrators do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.

4) **Warranty:** Alpha makes no warranties of any kind, whether expressed or implied, for the service it is providing. Alpha will not be responsible for any damages suffered. This includes loss of data resulting from delays, non deliveries, misdeliveries, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the Alpha network is at the users own risk. Alpha is not responsible for the accuracy or quality of information obtained.

5) **Security**: Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the internet, you must notify a Guide who will in turn notify an information technology professional. Do not demonstrate or exploit any problems.

Off-Campus Travel

Students regularly take off-campus trips accompanied by Alpha staff. Upon completing enrollment forms, all families note their agreement to off-campus travel in the Waiver of Liability. Many workshops leave campus to utilize community resources regularly for the duration of the workshop block or for one-off experiences to support programming.

Alpha-owned vans are the most common method of transportation for off-campus travel. Third-party transportation options may be used for larger groups or out-of-town trips. Alpha vans are serviced regularly and maintained by the Facility Manager. Guides must get certified annually to drive the vans by the Facility Manager or member of the Leadership Team. In addition, all vans are equipped with GPS devices that provide near real-time tracking and driver safety monitoring (speed tracking, harsh driving notifications, etc).

All students and adults must wear seatbelts while riding in any vehicle. Students may not sit in the front passenger seat of any vehicle. All students in Learning Lab and Linc use booster seats in the van every ride. When traveling off campus, Guides take any life-saving medication stored on campus for

students in their group, first-aid kits, and a binder with emergency contacts and Consent to Treat forms.

Policy on Recordings

Alpha is committed to providing an environment where families can engage in robust conversations about the school and its students. The purpose of this policy is to respect the privacy of Alpha families, employees, and children and to eliminate the chilling effect that secret recordings can have on the robust expression of views. Secret recording of conversations inhibits an open exchange of ideas and cultivates an atmosphere of distrust that is antithetical to the mission of Alpha.

This policy applies to all members of the Alpha community.

It is a violation of Alpha policy to record conversations, phone calls, images, or organizational meetings with any recording device (including but not limited to a cellular telephone, PDA, digital recording device, digital camera, etc.) in all Alpha-related meetings and events unless all parties to the conversation give their consent in advance. Any violation of this policy will result in corrective action.

Privacy Policy

Legacy of Education, Inc. d/b/a Alpha (collectively, "**Alpha**", "**we**", or "**us**") respects your privacy. This Alpha Privacy Policy ("**Privacy Policy**") describes the ways we collect information from and about you and/or your children (collectively, hereinafter referred to as "**you**"/ "**your**"), what we do with the information, and your privacy rights. By utilizing the Alpha issued laptop, accessing our website, or using any applications, mobile apps or other technological products or services that are made available to you in connection with Alpha (the "**Alpha Technology**"), you agree to the terms of this Privacy Policy in addition to any other agreements we might have with you.

This Privacy Policy applies to personal data processed by Alpha in conjunction with use of the Alpha Technology, and discloses information concerning data collection, usage and sharing about you as a user of the Alpha Technology. This Privacy Policy specifically describes such activities about an applicant, student, or child in Section 13 and has additional information about parents in Section 14, including rights of parents with respect to children under the age of 13.

IMPORTANT:

The educational success of the Alpha Technology relies on extensive data collection and analysis in order to assist with achieving the results desired from the Alpha Technology. Similar to the use of data collection and analysis in professional sports to improve and gain a performance edge, we may use every available lawful means in order to improve a student's performance. The data collection and processing described in this Privacy Policy and utilized as part of the Alpha Technology are integral to the experience and a necessary part of the overall program. Some specific examples of possible data collection and analysis:

- Test Scores: Academic and cognitive test scores prior to and during the program are collected, tracked and analyzed.
- Recordings: All group, 1:1 and online meeting sessions may be recorded with audio and/or video, including interactions on Zoom or any similar system.
- Activity Tracking: Screenshots, including browser, screen or computer activity, will be taken while a student is working. Keyboard and mouse activity will also be tracked. Webcams, computer microphones and online meeting tools may be used to record the student as part of the Alpha Technology. In the pro sports analogy, this is game film which allows analysis, instruction and improvement of both learning and instruction.
- Productivity Gamification: Productivity may be tracked in order to display a leaderboard to users, or provide rewards, and the purchase or other history related to the redemption of those rewards may be tracked and analyzed.
- Biometrics: Biometric data, information and identifiers may be collected to analyze and improve learning, or as part of assessments, evaluation and testing.
- Marketing: You may choose to take part in marketing videos or photos for the Alpha website, social media and other online and offline properties or media describing their interactions with Alpha. You may also appear in videos or photos if you are participating in on campus or group activities. You expressly give permission for Alpha and any such media to use your image or likeness in any digital media format (e.g., photo, video, website, email and web-related publications) or associated format (photo or screenshot for a physical newsletter referencing the online media) in connection with the purposes described above, without payment, including the right to digitally alter the image, and release any and all copyright ownership or claims. For clarity, this release and permission also extends to your child.

We intend to proceed with additional data collection in the future, or in specific student cases, which may involve the use of additional software, hardware, or mobile phone applications/usage. For example, if a student has poor sleep habits impacting learning, sleep tracking using an iPhone or activity tracker may be implemented in order to analyze and suggest improvements. Or if students are taught meditation in order to encourage a focused state of mind, a headband monitor and app may be used to collect data for analysis.

We provide certain options to opt-out of data collection that may be sensitive, and may provide additional or different options to opt-out of data collection in the future. Nevertheless, if you exercise an option to opt-out of particular data collection on your student's computer, your student may still be subject to recording on another device where the parent has not exercised the right to opt-out, in particular while at school in the proximity of a large number of device cameras and microphones.

Our intent is to utilize the Alpha Technology now and in future iterations to leverage data and technology to its fullest in order to put your student in the position to learn, which may include automated analysis and actions as a result of the processing of this data. If you do not wish to put data and technology to work in this manner, please explore alternative options for your education.

    1.   **Our Collection of Parent, Student and Your Information**

Alpha Student Handbook

Personal Data. The information we collect may include your personal data, such as your name, contact information, IP addresses, information concerning your education and usage of the Alpha Technology, and other data that may identify you.

We collect personal data about you at several different points, including but not limited to the following:

- as described above in the examples of the importance of the Alpha Technology;

- when we engage in educational instruction or correspond with you;

- when you use the Alpha Technology, including but not limited to when you register as an user of Alpha Technology and an account is created for you;

- when you schedule a tour with us, you may need to provide your name and your child's name, and your email address and phone number;

- when you enroll in any newsletter or other periodic communication;

- when you contact us for help;

- when the Alpha Technology captures analytics data or sends error reports;

- when you choose to provide materials or information as part of the Alpha Technology; and
- as described in Section 13 (Children's Privacy) and Section 14 (Parental Rights).

    2. **Information Collected Automatically or From Others**

Automatic Data Collection. We may collect certain information automatically when you use the Alpha Technology. This information may include your Internet protocol (IP) address, user settings, MAC address, cookie identifiers, mobile carrier, mobile advertising and other unique identifiers, details about your browser, operating system or device, location information, Internet service provider, pages that you visit before, during and after using the Alpha Technology, information about the links you click, and other information about how you use the Alpha Technology. Information we collect may be associated with accounts and other devices. Alpha Technology may collect precise geolocation information in accordance with applicable law.

In addition, we may automatically collect data regarding your use of Alpha Technology, such as the types of content you interact with and the frequency and duration of your activities. Unless contrary to applicable law or contractual agreement, we may combine your information with information that other people provide when they use Alpha Technology.

Cookies, Pixel Tags/ Web Beacons, Analytics Information, and other technologies. We, as well as third parties that provide content, or other functionality on the Alpha Technology, may use cookies, pixel tags, local storage, and other technologies ("**Analytics Systems**") to automatically collect information through the Alpha Technology. Analytics Systems are essentially small data files placed on your computer, tablet, mobile phone, or other devices that allow us and our partners to record certain pieces of information whenever you visit or interact with Alpha Technology.

- **Cookies**. Cookies are small text files placed in visitors' computer browsers to store their preferences. Most browsers allow you to block and delete cookies. However, if you do that, the Alpha Technology may not work properly.

Alpha Student Handbook

- **Pixel Tags/Web Beacons**. A pixel tag (also known as a web beacon) is a piece of code embedded in the Alpha Technology that collects information about users' engagement on the Alpha Technology. The use of a pixel allows us to record, for example, that a user has visited a particular web page or clicked on a particular item.

Analytics. We may use analytics as part of the Alpha Technology, including without limitation Google Analytics, a service for the analysis of technology usage that is provided by Google, Inc. Google Analytics and other analytics uses cookies to allow us to see how you use the Alpha Technology, so we can improve your experience. Google's ability to use and share information collected by Google Analytics about your visits to the site is restricted by the Google Analytics Terms of Use available at http://www.google.com/analytics/terms/us.html and the Google Privacy Policy available at http://www.google.com/policies/privacy/. You can prevent Google Analytics from recognizing you on return visits to the site by disabling cookies in your browser. If you prefer to not have data reported by Google Analytics, you can install the Google Analytics Opt-out Browser Add-on available at https://tools.google.com/dlpage/gaoptout. For information about other analytics services used, please contact us using the contact information below.

Information from Other Sources. We may obtain information about you from other sources, including through third party services and organizations to supplement information provided by you. For example, the Alpha Technology may collect information about you from third-party learning applications and compile that information as part of the Alpha Technology. Additionally, if you access Alpha Technology through a third-party application, such as an app store, a third-party login service, or a social networking site, we may collect information about you from that third-party application that you have made public via your privacy settings. Information we collect through Alpha Technology may include your name, your user identification number, your user name, location, gender, birth date, email, profile picture, and your contacts stored in that service. This supplemental information allows us to, among other things, verify information that you have provided to us and to enhance our ability to provide you with appropriate information as part of the school and Alpha Technology.

Third Party Information You Submit. If you submit any personal data about another individual to us, you are responsible for making sure that you have the authority to do so and to allow us to use their personal data in accordance with this Privacy Policy.

Children's Privacy and Parental Rights. As further described in Section 13 (Children's Privacy) and Section 14 (Parental Rights) and above in the description of the importance of the Alpha Technology.

Basic and Extended Capabilities. The "Basic" and "Extended" capabilities for data collection of certain Alpha Technology (i.e., student computers) are further described below. Alpha collects the data from Basic Capabilities (outlined below) from students' computers to help deliver the minimum learning commitment. Collecting additional data over and above Basic Capabilities (the "Extended Capabilities") will allow Alpha to better determine how to improve a student's 2x learning. Because the Extended Capabilities involves recording the environment that the student is in, Alpha gives parents the option to allow this or not.

- **Basic Capabilities (what happens on the computer)**
    - **Website and App Activity**: Monitors the URL of each website and the apps that a student accesses to help coaching staff identify and categorize the activities a student is performing (e.g., how many minutes per day are spent learning math or browsing at

off-topic/non-learning sites). For some learning applications, it also records student answers and grades which are forwarded to our back-end systems to help track student progress through lessons. Websites are also blocked to prevent their use and encourage focused learning.

o **Screen Recording**: Records screenshots and continuous video of screen activity which our coaching staff can review to help identify learning behaviors (e.g., we can watch a student's process as they try to solve a problem to help understand why they answered incorrectly) or cheating. These screenshots and recordings are monitored 24x7 to implement lockdowns and send desktop notifications when violations occur.

o **Keyboard and Mouse Activity**: Monitors keyboard/mouse activity to determine if the student is idle. The exact keystrokes entered are not captured.

o **System Audio**: Records system audio (sounds coming from programs/websites running on the computer) to add context to the screen recordings which our coaching staff can review to help identify problems. Sometimes the screen recordings alone are insufficient to understand what is happening as a student learns, for example when an on-screen character is "speaking" to the student or a reading app is reading aloud.

- **Extended Capabilities (what happens in the environment):** This data collection is subject to its own shortened data retention period and the ability of parents to opt-out with respect to your student's web camera and microphone.

o **Web Camera**: Records continuous webcam video which our coaching staff can review to help identify eye contact and body language to help detect engagement and focus issues, as well as identifying environmental distractions. Without this, we may not be able to tell the difference between academic and non-academic struggles. The webcam also allows our coaching staff to verify that the student is not cheating during exams/assessments and to help identify learning behaviors.

o **Microphone Audio**: Records microphone audio to provide coaching insights when students are reasoning through problems out loud (which is also a recommended technique for some students to help create focus). Coaches can advise students to talk through their solutions to help with asynchronous coaching (so a coach can later review their work and provide guidance without having to be on a live Zoom call). Coaches can also use microphone audio to help identify distractions in a student's environment, as well as listening to coaching instructions or other inputs a student is getting from another person in the room (for beneficial or distracting purposes, or also potential cheating).

3. Parents and students, even those who opt-out of Extended Capabilities, and other visitors to the school, should understand that there is no expectation of privacy while at the school, at a minimum, because of the number of cameras and microphones on computers that may be recording. **Our Use of your Personal Data**

Alpha may use information that we collect about you to:

A. Fulfill educational objectives, such as:

- delivering the educational services by way of the Alpha Technology;
- managing our relationship with you and provide you with support and other assistance;

- communicating with you by email, postal mail, telephone or mobile devices about your education, Alpha and the Alpha Technology;
- undertaking activities to verify or maintain the quality or safety of Alpha and the Alpha Technology;
- managing Alpha and the Alpha Technology, and
- allowing you to register for events or other opportunities.

    B.   Analyze and improve the school and Alpha Technology pursuant to our legitimate interest, such as:

- utilizing the information to improve your education;
- detecting security incidents, protecting against malicious, deceptive, fraudulent or illegal activity, and prosecuting those responsible for that activity;
- performing research and analysis about your use of, or interest in, Alpha Technology or content offered by others, and short-term, transient use, such as contextual customization;
- undertaking research for educational and technological development and demonstration;
- improving, upgrading or enhancing Alpha Technology or the applications, offerings and services of our service providers;
- verifying your identity and preventing fraud;
- debugging of the Alpha Technology to identify and repair errors that impair existing intended functionality; and
- enforcing our terms and legitimate interests.

    C.   Provide you with additional content and educational opportunities, such as:

- developing and displaying content and educational materials tailored to you as part of the Alpha Technology;
- auditing of Alpha and the Alpha Technology relating to interactions, transactions and other compliance activities; and
- performing functions you consent to or that are otherwise described to you at the time of collection.

    D.   As further described in Section 13 (Children's Privacy), Section 14 (Parental Rights) and above in the description of the importance of the Alpha Technology.

Use De-identified and Aggregated Information. We may use personal data and other data about you to create de-identified and aggregated information, such as de-identified demographic information, de-identified location information, information about the computer or device from which you access Alpha Technology, or other analyses we create.

Share Content with Others. Alpha Technology may offer various tools and functionalities to share with other users.

    4.   **Our Disclosure of Parent, Student and your Personal Data to Third Parties**

We may share your personal data with third parties only in the ways that are described in this Privacy Policy.

- **Affiliates and Service Providers.** We may provide your information to affiliated entities within our corporate group, as well as with vendors who perform functions on our behalf; such parties

provide hosting and maintenance services, virtual infrastructure, payment processing, analysis and other services for us.

- **Independent Contractors.** We may utilize independent contractors subject to confidentiality obligations as an alternative to employees.
- **Business Partners.** We may share your data with any parent company, subsidiaries, joint ventures, and other entities under a common control or third-party acquirers;
- **Disclosure for Merger, Sale or Other Asset Transfer.** We may allow a potential acquirer or merger partner to review our information, although we would restrict their use and disclosure of this data during the diligence phase;

- **Disclosure to Protect Us or Others.** As required by law enforcement, government officials, or other third parties pursuant to a subpoena, court order, or other legal process or requirement applicable to Alpha; or when we believe, in our sole discretion, that the disclosure of personal data is necessary to prevent physical harm or financial loss; to report suspected illegal activity or to investigate violations of our agreements or Alpha policies; to enforce our terms and conditions, to protect the security or integrity of our products and services.
- **Based on Consent.** When you give us permission to do so.
- **Children's Privacy and Parental Rights.** As further described in Section 13 (Children's Privacy) and Section 14 (Parental Rights) and above in the description of the importance of the Alpha Technology.

Please note that these third parties may be in other countries from you.

Potential for Other Users to Contact You. To the extent that a given application supports personal messaging functionality or email between and among users of the Alpha Technology, you may receive personal messages from other users. You may be able to disable this functionality by using the unsubscribe and other disabling instructions in the given application.

Prohibited Disclosures. We will not sell personally identifiable information of children or parents to third parties. Furthermore, we will not disclose any information for behavioral targeting of our students.

5. **Our Security Measures to Protect your Personal Data**

Alpha uses industry-standard technologies when transferring and receiving data exchanged between Alpha and other companies to help ensure its security. The Alpha Technology has security measures in place to help protect information under our control from the risk of accidental or unlawful destruction or accidental loss, alteration or unauthorized disclosure or access. However, "perfect security" does not exist on the Internet. Also, if the Alpha Technology contains links to other sites, Alpha is not responsible for the security practices or the content of such sites.

6. **Our Use of Automatic Collection, Links and Other Technologies**

- **Automatic Collection Technologies.** We, as well as third parties on the Alpha Technology, may use Analytics Systems to automatically collect information through the Alpha Technology. Our uses of these Analytics Systems fall into the following general categories:

- ○ **Operationally Necessary.** This includes Analytics Systems that may allow for the identification of irregular site behavior, prevent fraudulent activity and improve security or that are essential to allow you to make use of our functionality;
  - ○ **Performance Related.** We may use Analytics Systems to assess the performance of Alpha Technology, including as part of our analytic practices to help us understand how students use the Alpha Technology;
  - ○ **Functionality Related.** We may use options or other systems that allow us to offer you enhanced functionality when accessing or using Alpha Technology. This may include identifying you when you sign into Alpha Technology or keeping track of your specified preferences, interests, or past items viewed;
  - ○ **Targeting Related.** We may use first party or third-party Analytics Systems to deliver content, including content determined relevant to you, on Alpha Technology.
- **Website Links**. We may create links to other websites. Additionally, many other sites that are not associated with or authorized by Alpha may have links leading to our site. Alpha cannot control the material in connection with these links and we are not responsible for any content appearing on these sites. You are subject to the privacy practices of that third party. We encourage you to ask questions before you disclose any personal data to others.
- **App Links**. Alpha Technology may provide you with a link to other, third-party sites and applications. Such third-party sites will have their own data collection practices and policies. Please review the privacy policy for such sites and exercise caution in providing information that personally identifies you. We have no responsibility, access, or control over the data collection practices and policies of such third-party sites and applications. You will use such sites and applications at your own risk and outside of the scope of this Privacy Policy. The provision of such applications is done on an "As Is" basis, with no endorsements or representations.
- **Cross-Device Tracking.** Your browsing activity may be tracked across different websites and different devices or apps. For example, we may attempt to match your browsing activity on your mobile device with your browsing activity on your laptop. To do this our technology partners may share data, such as your browsing patterns, geo-location and device identifiers, and will match the information of the browser and devices that appear to be used by the same person.
- **Notice Regarding Third Party Websites, Social Media Platforms and Software Development Kits**. Alpha Technology may use third parties to present or serve content and technology, software or services. These third parties may gather information concerning the content delivered, your use of the Alpha Technology, and other information in connection with their services and your usage.
We may use third party software, APIs and software development kits ("**SDKs**") as part of the functionality of Alpha Technology. The software, APIs and SDKs may allow third parties including analytics and advertising partners (to the extent disclosed) to collect your personal data for various purposes including to provide analytics services and content that is more relevant to you. For more information about our use of third-party software, APIs and SDKs, please contact us as set forth below.

Alpha Technology may include publicly accessible or private websites, blogs, forums, social media pages, and private messaging features. To the extent permitted by applicable law, by

using such Alpha Technology, you assume the risk that the personal data provided by you may be viewed and used by third parties for any number of purposes. In addition, social media buttons such as Twitter and LinkedIn (that might include widgets such as the "share this" button or other interactive mini-programs) may be utilized as part of the Alpha Technology. These features may collect your IP address, which page you are visiting on our site, and may set a cookie to enable the feature to function properly. These social media features are either hosted by a third party or hosted directly on our site. Your interactions with these features apart from the Alpha Technology are governed by the privacy policy of the company providing it.

This Privacy Policy does not cover certain uses of information that such third parties may have collected from you or the methods used by the third parties to collect that information. To the extent permitted by applicable law, we do not endorse, screen or approve and are not responsible for the privacy practices or content of such other websites or applications. Visiting these other websites or applications is at your own risk.

7.   **Data Retention**

Information will be maintained for the period required to achieve the purpose for which the information was collected. We will follow a data retention schedule which may retain some permanent academic school records indefinitely and deidentify or destroy other records according to a retention schedule that ranges from graduation / disenrollment to 4-5 years later. Information that is transitory and not needed to fulfill a long term purpose will be deidentified or destroyed sooner. The Extended Capabilities data collection is subject to its own limited retention period, except with separate and explicit permission from the parent for use of specific data.

8.   **International Transfers of your Personal Data**

Information about you may be stored and processed in the United States, European Economic Area, or any other country in which our agents, contractors or service providers maintain facilities, and by accessing our websites and using our mobile apps, software and Alpha Technology, you consent to the transfer and/or or access of your information outside of your country.

9.   **Accuracy of Personal Data**

We do our best to ensure that the personal data we hold, and use is accurate. We rely on you to disclose to us all relevant information and to inform us of any changes.

10.   **Your Access to your Personal Data and Deletion Upon Request at Departure**

Reasonable access to your personal data may be provided upon request made to Alpha at the contact information provided below. If access cannot be provided within a reasonable time frame, Alpha will provide the requesting party a date when the information will be provided. If for some reason access is denied, we will provide an explanation as to why access has been denied. We may charge a reasonable fee in advance for copying and sending the information requested.

If you would like us to delete any personal data held about you when you complete your education or otherwise choose to depart Alpha, we will do so on request unless (i) we need to hold the information as required by applicable law, (ii) the information is held pursuant to a reasonable retention schedule

and the information concerns academic records related to the education of the student, and (iii) it is aggregated and de-identified information as set forth in the Privacy Policy.

11. **Your Choices**

In certain circumstances we offer those who provide personal data a means to choose how we use the information provided. Where you have consented to the processing of your personal data, you may withdraw that consent at any time and prevent further processing by contacting us as described below. Even if you opt out, we may still collect and use non-personal data regarding your activities on Alpha Technology and for other legal purposes as described above.

Extended Capabilities of Student Computers (what happens in the environment). Parents can choose whether the web camera and microphone audio of their child's computer are collected at all times, at school, or parents can refuse the extended data collection. The extended data is retained for a limited time except with separate and explicit permission from the parent for use of specific data. Note: A decision to opt-out does not prevent a child from being recorded on the camera or microphone of another student. It is expected that due to the number of cameras and microphones, at school in particular, all children will be recorded at least some times.

Marketing. You may manage your receipt of marketing and non-transactional communications by clicking on the "unsubscribe" link located on the bottom of our marketing emails. Note that you will continue to receive transaction-related emails regarding education at the school or the Alpha Technology. We may also send you certain non-promotional communications regarding us and Alpha Technology, and you will not be able to opt out of those communications (e.g., communications regarding the school or Alpha Technology or updates to our terms or this Privacy Policy).

We process requests to be placed on do-not-mail, do-not-phone and do-not-contact lists as required by applicable law.

Mobile Devices. We may send you push notifications through our mobile application. You may at any time opt-out from receiving these types of communications by changing the settings on your mobile device. We may also collect location-based information if you use our mobile applications. You may opt-out of this collection by changing the settings on your mobile device.

"Do Not Track." Do Not Track ("**DNT**") is a privacy preference that users can set in certain web browsers. Please note that we do not respond to or honor DNT signals or similar mechanisms transmitted by web browsers, except to the extent required by applicable law.

Cookies and Interest-Based Advertising. You may stop or restrict the placement of Analytics Systems on your device or remove them by adjusting your preferences as your browser or device permits. The online advertising industry also provides websites from which you may opt out of receiving targeted ads from data partners and other advertising partners that participate in self-regulatory programs. You can access these and learn more about targeted advertising and consumer choice and privacy, at www.networkadvertising.org/managing/opt_out.asp, http://www.youronlinechoices.eu/, https://youradchoices.ca/choices/, and www.aboutads.info/choices/. To separately make choices for mobile apps on a mobile device, you can download Digital Advertising Alliance's AppChoices application from your device's app store.

Alternatively, for some devices you may use your device's platform controls in your settings to exercise choice.

Please note you must separately opt out in each browser and on each device. Advertisements on third party websites that contain the AdChoices link may have been directed to you based on information collected by advertising partners over time and across websites. These advertisements provide a mechanism to opt out of the advertising partners' use of this information for interest-based advertising purposes.

12.   **Your Privacy Rights**

If you live outside Texas, depending on where you reside, or in the future as privacy laws change, or based upon the Children's Online Privacy Protection Act ("COPPA") for children under 13 years of age, you may have the right to exercise additional rights available to you under applicable laws, including as applicable:

- **Right of erasure.** You may have a broader right to erasure of personal data that we hold about you. Please note, however, that we may need to retain certain information for record keeping purposes, to complete transactions or to comply with our legal obligations, among other things.
- **Right to object to processing.** You may have the right to request that we stop processing your personal data, including the right to opt in or opt out of the sale of your Personal Data to third parties, or to stop sending you marketing communications.
- **Right to restrict processing.** You may have the right to request that we restrict processing of your personal data in certain circumstances. For example, where you believe that the personal data we hold about you is inaccurate or unlawfully held.
- **Right to data portability**. In certain circumstances, you may have the right to be provided with your personal data in a structured, machine readable and commonly used format and to request that we transfer the personal data to another data controller without hindrance.

If you would like to exercise any of the above rights, or others that apply to you, or you believe that we should honor such right in your case, please contact us utilizing the contact details in the "**Contacting Us**" Section below. We will consider your request in accordance with applicable laws. To protect your privacy and security, we may take steps to verify your identity before complying with the request.

In some cases, our ability to uphold these rights for you may depend upon our obligations to process personal data for security, safety, fraud prevention reasons, compliance with regulatory or legal requirements, or because processing is necessary to deliver the Alpha Technology. Where this is the case, we will inform you of specific details in response to your request.

13. **Children's Privacy**

The Alpha Technology and other activities involve the collection and maintenance of personal data about children under 13, as well as other personal data of students, through use of the Alpha Technology. It is operated by: **Alpha**, 1201 Spyglass Dr., Austin, TX 78746. Please contact us at privacy@alpha.school with any questions about the collection, use and sharing of children's personal data, and specifically the personal data of children under 13 years old, including requesting a list of our service providers acting as sub-processors.

Alpha Student Handbook

The information collected about children under 13, as well as other personal data of applicants and students, includes: name; email; password; phone number; IP address; cookie identifiers; geolocation; standard browser data such as pages visited, duration on each page, and productivity/idleness; analytics data; any personal data or information provided in response to assessments or tests; any personal data or information captured by browser or screen tracking in connection with the student's use of their browser or operating system; any personal data contained in messages, posts or videos; any information required in student profiles; any information collected by third-party learning applications; any purchase history in connection with the debit cards used for financial rewards; phone usage (in connection with data tracked by the mobile app); any information provided in student emails or support requests; and other personal data as described in Section 1 (Our Collection of Your Information) and Section 2 (Information Collected Automatically or From Others).

The information about children under 13, as well as other personal data of applicants and students, is or may be used for: student assessment and testing, account creation, user verification, deliver and improve the Alpha Technology, display of student profiles to other users, provide financial rewards, productivity monitoring and gamification, transactional emails, share content between users, user interaction, customer support, user communication, prevent fraud; community discussions and networking; display of a leaderboard for students in connection with learning app usage and other activity; detect security incidents; analytics; respond to legal inquiries; terminate accounts; or other usage disclosed in Section 3 (Our Use of your Personal Data).

The information about children under 13, as well as other personal data of applicants and students, is disclosed to: Alpha affiliates, service providers and vendors (including for the purposes of coaching, user engagement, communication, financial rewards, hosting, support, analytics and other internal purposes), other authorized users with whom the child or student shares and/or communicates, recipients of child or student emails; government and/ or legal requestors as required by law or in connection with child usage, others as necessary (based on the appropriate consent of the parent/ legal guardian), and other cases as described in Section 4 (Our Disclosure of your Personal Data to Third Parties).

Information may also be disclosed in connection with efforts by Alpha, service providers/vendors, or others, to improve education and learning, provided that appropriate privacy protections for the information are in place. For example, a vendor may aggregate information provided or made available by Alpha for use, research, or study by Alpha and third-parties.

No child or student personal data is made available to the public by us without your consent or disclosure in this Privacy Policy. Children can make their personal data available to other authorized users, teachers/staff/guides or email recipients as part of the Alpha Technology.

The parent of a child under 13 or a student (for certain student information, subject to an applicable data protection law) can review or have deleted the personal data held by the Alpha Technology and refuse to permit its further collection or use. A parent may do so by notifying Alpha through any designated contact mechanism (i.e., an administrator) and/or notifying us through the contact information below.

14. **COPPA, Parental Rights and Data Collection about Parents**

In addition to the information in Section 13, in connection with children under the age of 13, parents (including legal guardians) have specific rights under the Children Online Privacy Protection Act (COPPA). These rights with respect to children under the age of 13 include:

- Direct notice to parents and obtain verifiable parental consent, with limited exceptions, before collecting personal data online from children;
- Give parents the choice of consenting to the collection and internal use and sharing of a child's information as required by COPPA;
- Provide parents access to their child's personal information to review and/or have the information deleted;
- Give parents the opportunity to prevent further use or online collection of a child's personal information as required by COPPA;
- Not condition a child's participation in an online activity on the child providing more information than is reasonably necessary to participate in that activity.

When you agree to terms referencing this Privacy Policy, or consent to this Privacy Policy through use of the Alpha Technology, you expressly agree to the collection of personal data and other information as described herein and in accordance with applicable data protection laws.

Parents may have additional rights under federal, state and local laws concerning this data. Please contact us using the contact information below to exercise any such rights that apply to you.

To the extent not covered elsewhere, Alpha also collects personal data or other information about parents, including without limitation, name, contact information, account verification details, financial payment details, consent requirements, and other information reasonably necessary in connection with the Alpha Technology.

15. **Changes to our Privacy Policy**

Alpha may amend this Privacy Policy at any time by posting a new version online at https://alpha.school/privacy-policy/. It is your responsibility to review this Privacy Policy periodically as your continued use of the Alpha Technology represents your agreement with the then-current Privacy Policy. If applicable data protection law requires additional affirmative consent from you for a new collection, use and disclosure of personal information, we will contact you to secure such consent.

16. **Contacting Us**

To contact us for questions or concerns about our privacy policies or practices please reach out to us at privacy@alpha.school.

Additional Resources

Academic Resources

If a student is in need of specialized support, please contact the Lead EQ Coach via ParentSquare.

Alpha Currency

Students earn Alphas, which are wooden tokens students receive as payment for achievements. Students may "cash in" their Alphas (at the cadence determined by each level) for real US dollars (conversion rates vary by session). The Alpha Emporium are other options for spending Alphas.

Glossary of Terms

- *Alphas:* Alphas are school currency. Students can earn Alphas by achieving their daily goals or Session Goals.

- *Alpha Anywhere:* This remote mode of school allows students to keep up their academic work while not participating in daily, on-campus programming. Additional information can be found on [ParentSquare](#).

- *Alpha Emporium:* Students may use their Alphas to purchase items in their Level 'store.' Items available for purchase vary.

- *Closing***:** Level-specific afternoon meetings that wrap up the school day. Students have the opportunity to recognize each other for their achievements and positive behavior.

- *Core Skills:* Students work on core academic subjects using adaptive software or have coaching sessions with Academic coaches to work on a specific topic. This morning portion of the day allows Alpha to fulfill its second promise: *Students learn 2x faster in 2 hours.*

- *Endorsements:* Endorsements are used in LL and Linc to recognize and reinforce positive behavior. Students recognize one another for being independent, persistent, respectful, attentive, accepting of feedback, courageous, self-regulating, and collaborative.

- *Free Time:* The 45-60 minute period of time that is combined with lunch time. Students can enjoy outdoor activities or participate in a non-academic activity indoors.

- *Guide:* Guides are motivational coaches, rather than traditional teachers. They coach and mentor students through their daily challenges and help them achieve their limitless goals.

- *Mobile Squad:* An incentivized event earned by meeting Session Goals. Students earn the opportunity to go on a day-long trip, adventure, or experience outside the Alpha campus.

- *Limitless Launch:* A daily morning gathering, either level-specific. Limitless Launch starts the day with instilling in kids the belief that they are limitless and can do anything with a growth mindset.

Alpha Student Handbook

- *Motivational Model:* While almost everything about Alpha is self-directed, we've found that a variety of tools can be helpful in pushing kids to do their best. Each level has tools specially designed to motivate students in their age range to do their best work.

- *Parent Council:* The Alpha Parent Council is a group of parents that fosters social and community engagement among Alpha families and supports and enriches Alpha programming. The Council has four areas of primary focus: Parent Outreach, Social Connections, Community Service, and Alpha Enrichment. To learn more about engaging with the parent council, visit [ParentSquare](#).

- *Qualified Break (Q-break):* Q-breaks are 10-20 minute breaks taken throughout the school day. Students must qualify for break by completing quality work during CoreSkills.

- *Running Buddy:* A mentorship program that gives one student an opportunity to coach and "run with" another student through mastery of a topic. This allows one student the opportunity to gain insight on new strategies and ideas from a peer who has previously accomplished this skill.

- *Session:* An academic period, typically of six to eight weeks, that divides the year at Alpha. Each new session implements improvements as determined by staff, introduces a new set of level workshops, and offers an opportunity for students to set new goals.

- *Session Goals:* Session Goals are decided upon by Guides and students. These goals are longer term, more difficult than daily goals, and help pace students appropriately through academic content. Session Goals typically earn participation in a Mobile Squad at the end of the session.

- *Shadow Buddy:* A current Alpha student who is paired with a student shadowing for potential enrollment.

- *Shadow Day and Alpha Chat:* Interested families are invited to send their student to experience a school at Alpha.

- *Shadow Student:* A student visiting Alpha for potential enrollment. Shadow students time at Alpha and participate in all programming alongside their shadow buddy.

- *Shoutouts:* Community members recognize one another during Closing Meeting for achievements and efforts they noticed throughout that day.

- *Town Hall:* A community meeting where students propose changes to shape the school environment. (i.e. change a rule, create a rule, etc.). The group votes on the issue to find a creative solution.

- *Workshops:* Workshops take place in the afternoon portion of the school day and are project or discussion-based. Students tackle real-life problems as they fulfill Alpha's third promise- Students learn life skills.

Communication Resources

Staff at the Spyglass campus can be reached on ParentSquare or at 512-358-1672 for emergencies.

ParentSquare

ParentSquare is designed to be a one-stop shop for frequently requested materials (i.e. forms, directories, schedules, or menus) and quick access to new information (i.e. updates, waivers, etc). Relevant level-specific information is also available through the portal.

To register, please visit the registration page to create a login. Once your account has been created you can easily access the site from the main Alpha website or the direct ParentSquare link. Lead Guides will keep level sections up-to-date with relevant information for your student's level.

Exhibit B – Board Member Supporting Documentation

P

MacKenzie Price

512-587-9936
Mackenzie@
2hourlearning.com
Austin, TX

SUMMARY

Education innovator building K-12 schools using AI technology to change the way we educate our students. Pioneered 2hr Learning, which allows students to learn twice as fast as standard school in only 2 hours/day.

SKILLS

- Strategic Planning
- Product Development
- Business Growth
- Public Speaking/Media spokesperson

EXPERIENCE

Co-Founder

2hr Learning/ Aug 2023 to Current

- 2hr Learning is powered by AI technology that enables schools to provide personalized, mastery learning to students, enabling them to learn faster than standard school, thereby freeing up the rest of the school day to pursue their passions and interests.
- 2hr Learning is used by a number of schools and philanthropic endeavors.

Co-Founder

Alpha School/ Aug 2014 to Current

- Built Alpha School, where K-12 students love school, learn twice as fast as standard school, in only 2 hours/day, and develop life skills through hands-on, project-based workshops.
- Three campuses serving over 250 students.
- National expansion to 10 campuses over next 3 years.

Co-Founder

Esports Academy/ Oct 2023 to Current

- Launched Esports Academy, a school for 5th-8th graders who love esports.
- Students utilize 2hr Learning in the morning and develop socialization/life skills in the afternoons via esports and workshops.

Podcast Host

Future of Education/ Jan 2023 to Current

- Host Future of Education podcast and YouTube channel, providing information and expertise on how education is being disrupted for the better.

EDUCATION

Bachelor of Arts: Psychology
Stanford University Jun 1998

STANFORD UNIVERSITY
OFFICE OF THE UNIVERSITY REGISTRAR
STANFORD, CA 94305-6032

Print Date: 05/20/2024

Name: Larson, Mackenzie Alexandra
Student ID: 04514840

Johanna Metzgar
Johanna Metzgar
Registrar

------- **Stanford Degrees Awarded** -------

Degree	: Bachelor of Arts
Confer Date	: 06/14/1998
Plan	: Psychology

------- **Academic Program** -------

Program	: Undergraduate Matriculated
01/07/1997	Psychology (BA)
	Completed Program

------- **Transfer Credits** -------

Applied Toward Undergraduate Matriculated
Transfer Credit from Tulane University of Louisiana
Quarter Units Posted: 67.00

Applied Toward Undergraduate Matriculated
Transfer Credit from Universidad De Valencia
Quarter Units Posted: 4.50

Total Quarter Units Posted: 71.50

Allowable Transfer Credit subject to restrictions.

------- **Advanced Placement Test Credit** -------

Applied Toward Undergraduate Matriculated Program

1996-1997 Autumn

Advanced Placement	U.S. History	10.00
Advanced Placement	English Language & Composition	6.00
Total Quarter Units Posted:		16.00

Allowable Test Credit subject to restrictions.

------- **Beginning of Academic Record** -------

1996-1997 Autumn

Course		Title	Attempted	Earned	Grade
ATHLETIC	2	AEROBICS	1.00	1.00	S
CLASSGEN	117	MYTH/RLGN-ART	5.00	5.00	B+
HISTORY	101A	ANCIENT MEDITERRANEAN WORLD I	5.00	5.00	A-
PSYCH	60	INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY	3.00	3.00	A
PSYCH	60A	INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY DISCUSSION SECTION	2.00	2.00	A

1996-1997 Winter

Course		Title	Attempted	Earned	Grade
ENGR	60	ENGINEERING ECONOMY	3.00	3.00	C-
PSYCH	40	INTRODUCTION TO COGNITIVE PSYCHOLOGY	4.00	4.00	A-
PSYCH	90	INTRODUCTION TO ABNORMAL PSYCHOLOGY	3.00	3.00	A-
PSYCH	164	THE PSYCHOLOGY OF MIND CONTROL	5.00	5.00	A
PSYCH	164A	PSYCHOLOBY OF MIND CONTROL SECTION	1.00	1.00	S
PSYCH	195	SPECIAL LABORATORY PROJECTS	2.00	2.00	S

1996-1997 Spring

Course		Title	Attempted	Earned	Grade
HISTORY	154	PEACE STUDIES	5.00	5.00	A
PSYCH	30	INTRODUCTION TO PERCEPTION	3.00	3.00	B
PSYCH	143	SEMINAR ON DEVELOPMENT OF CHILDREN'S KNOWLEDGE ABOUT THE MIND	3.00	3.00	A
PSYCH	163	THE INTERPERSONAL BASIS OF ABNORMAL BEHAVIOR	3.00	3.00	A
PSYCH	195	SPECIAL LABORATORY PROJECTS	4.00	4.00	S

Send To: MacKenzie Larson
USA

Johanna Metzgar
Johanna Metzgar
Registrar

STANFORD UNIVERSITY
OFFICE OF THE UNIVERSITY REGISTRAR
STANFORD, CA 94305-6032

Name: Larson,Mackenzie Alexandra
Student ID: 04514840

1997-1998 Autumn

Course		Title	Attempted	Earned	Grade
IE	100	ORGANIZATIONS: THEORY AND MANAGEMENT	4.00	4.00	B
PSYCH	169	SEMINAR ON EMOTION	3.00	3.00	B+
PSYCH	197	ADVANCED RESEARCH	4.00	4.00	S
RELIGST	24	INTRODUCTION TO CHRISTIANITY	4.00	4.00	A-
SPANLIT	100	SPANISH, ADVANCED CONVERSATION	3.00	3.00	CR

1997-1998 Winter

Course		Title	Attempted	Earned	Grade
ARTHIST	100B	CLASSICAL AND HELLENISTIC GREEK ART	4.00	4.00	A-
POLISCI	60	THE AMERICAN DREAM	5.00	5.00	A-
PSYCH	153	INTRODUCTION TO CLINICAL PSYCHOLOGY	3.00	3.00	A-

1997-1998 Spring

Course		Title	Attempted	Earned	Grade
DRAMA	113	GROUP COMMUNICATION	4.00	4.00	A
ENGR	297C	ETHICS OF DEVELOPMENT IN A GLOBAL ENVIRONMENT (EDGE)	4.00	4.00	A+
PSYCH	80	INTRODUCTION TO PERSONALITY PSYCHOLOGY	3.00	3.00	A+

Undergraduate Career Totals
Cum GPA   3.669
*Grad classes are not included in the UG GPA calculation

END OF TRANSCRIPT

Copy of Transcript

Send To: MacKenzie Larson
           USA

KEY TO TRANSCRIPT ON FINAL PAGE

Office of the University Registrar
Stanford University
Stanford, California 94305-6032

Grade point average and rank in class are not computed and are not available. Four grading systems are used at Stanford University. The general University grading system is used in all courses except those taught in the School of Law, the Graduate School of Business, or to M.D. students in the School of Medicine.

Unit of Credit: Every unit for which credit is given is understood to represent approximately three hours of actual work per week for the average student. Thus, in lecture or discussion work, for 1 unit of credit, one hour per week may be allotted to the lecture or discussion and two hours for preparation or subsequent reading and study. Where the time is wholly occupied with studio, field, or laboratory work, or in the classroom work of conversation classes, three full hours per week through one quarter are expected of the student for each unit of credit; but, where such work is supplemented by systematic outside reading or experiment under the direction of the instructor, a reduction may be made in the actual studio, field, laboratory, or classroom time as seems just to the department.

Academic programs include a status effective the day the transcript was printed. Stanford University uses the following program statuses:

Active: Student is currently active in the program indicated.
Leave of Absence: Student is currently on an official leave of absence from active study.
Completed: Student program requirements have been met and the degree has been awarded (degree programs only).
Discontinued: Student no longer enrolled in program (includes post-doctoral scholars whose appointments have ended).
Dismissed: Student was dismissed from the University.
Cancelled: Student deceased while enrolled and program cancelled or student administratively withdrawn for cause.

CHRONOLOGY OF GENERAL UNIVERSITY GRADING SYSTEM
Current (effective Summer Quarter 2008-09):

A (+,-)	Excellent
B (+,-)	Good
C (+,-)	Satisfactory
D (+,-)	Minimal Pass
NP	Not Passed
CR	Credit (student-elected satisfactory: A, B, or C equivalent)
S	No-option Satisfactory (A, B, or C equivalent)
NC	No Credit (unsatisfactory performance, D+ or below equivalent)
I	Incomplete
L	Pass, letter grade to be reported
N	Continuing Course
RP	Repeated Course
GNR	Grade Not Reported
W	Withdrew

Note: The notation * was changed to GNR (Grade Not Reported).

Spring Quarter 2019-20: All undergraduate and graduate courses graded Satisfactory/No Credit (S/NC).

Effective Autumn Quarter 1995-96:

A (+,-)	Excellent
B (+,-)	Good
C (+,-)	Satisfactory
D (+,-)	Minimal Pass
NP	Not Passed
CR	Credit (student-elected satisfactory: A, B, or C equivalent)
S	No-option Satisfactory (A, B, or C equivalent)
NC	No Credit (unsatisfactory performance, D+ or below equivalent)
I	Incomplete
L	Pass, letter grade to be reported
N	Continuing Course
RP	Repeated Course
GNR	Grade Not Reported
*	No Grade Reported
W	Withdrew

Autumn Quarter 1994-95: RP was introduced to replace the original grade for a course later retaken. The grade of I (incomplete) was changed to automatically lapse to NP or NC after one year.

Effective Autumn Quarter 1989-90:

A (+,-)	Exceptional Performance
B (+,-)	Superior Performance
C (+,-)	Satisfactory Performance
D (+,-)	Minimal Pass
N	Continuing Courses
+	Pass, letter grade to be reported
*	No Grade Reported
I	Incomplete
S	Satisfactory, student elected (A, B, or C)
N	Satisfactory, no option (A, B, or C)

Note: The P notation has been changed to S (Satisfactory). The lowest acceptable grade for either S or + is now C−.

Effective Autumn Quarter 1975-76:

A (+,-)	Exceptional Performance
B (+,-)	Superior Performance
C (+,-)	Satisfactory Performance
D (+,-)	Minimal Pass
P	Pass, student elected (A, B, C, or D)
+	Pass, letter grade to be reported
N	Continuing Courses
*	No Grade Reported
I	Incomplete

Note: Under this system, Stanford restored the D grade, defining it as 'Minimal Pass.' Pass notations ('+' and P) were redefined to encompass all passing grades, A through D.

Summer Quarter 1972-73: P was introduced to denote pass in a course offered only pass/no credit at the option of the instructor. P was reintroduced for all students.

Spring Quarter 1971-72: '+' and '-' as grade modifiers were reintroduced for graduate students.

Autumn Quarter 1971-72: '+' and '-' as grade modifiers were reintroduced for all students.

Effective Autumn Quarter 1970-71:

A	Exceptional Performance
B	Superior Performance
C	Satisfactory Performance
+	Pass, letter grade to be reported
N	Continuing Course
*	No Grade Reported
I	Incomplete

Note: The grades A, B, C, and '+' were redefined: D, E, F, W, and '-' were dropped from the grading system. Under the prior system, the University maintained records of all courses a student attempted. But under the revised system, the only courses recorded were those that were successfully completed or for which an I (incomplete) grade was given. The revised system also allowed a student or instructor to request the deletion of an I grade from a student's record if the student did not meet the requirements of the course within the time limit determined by the instructor. The use of the modifying suffixes '+' and '-' appended to letter grades was discontinued.

Effective Autumn Quarter 1963-64:

A	Excellent
B	Good
C	Satisfactory
D	Minimum Credit
E	Conditioned
F	Failed
N	Continuous Course
W	Unauthorized Withdrawal
I	Incomplete
*	No Grade Reported
+	Passed Without Defining Grade
-	Failed Course Taken Pass/Fail

Prior to Autumn Quarter 1963-64:

A	Excellent
B	Good
C	Fair
D	Barely Passed
E	Conditioned
F	Failed
N	Continuous Course
W	Unauthorized Withdrawal
I	Incomplete
*	No Grade Reported
+	Passed Without Defining Grade
-	Failed Course Taken Pass/Fail

CHRONOLOGY OF THE SCHOOL OF LAW GRADING SYSTEM

Effective Autumn Quarter 2009-10, units earned in School of Law are quarter units. Units earned in School of Law prior to 2009-10 are semester units.

Current (effective Autumn 2008-09):

H	Honors (exceptional work, significantly superior to the average performance at the school)
P	Pass (successful mastery of the course material)
R	Restricted Credit (work that is unsatisfactory)
F	Fail (work that does not show minimally adequate mastery of the material)
MP	Mandatory Pass (representing P or better work)
MP-H	Mandatory Pass – Public Health Emergency (effective during the 2020 global pandemic)
GNR	Grade Not Reported (effective Autumn Quarter 2009-10)
N	Continuing Course
I	Incomplete
*	No Grade Reported

Spring Quarter 2019-20: All Law courses graded Mandatory Pass-Health (MPH/F).

Note: Under this grading system, in 2008-09 third-year J.D. students remained under the prior grading system (below).

Effective Autumn 2001-02:

4.3, 4.2	
4.1, 4.0, 3.9	A+
3.8, 3.7, 3.6, 3.5	A
3.4, 3.3, 3.2	A-
3.1, 3.0, 2.9	B+
2.8, 2.7, 2.6, 2.5	B
2.4, 2.3	B-
2.2	Restricted Credit
2.1	Failure
K	Incomplete
KM	Credit (student elected)
RK	Credit (mandatory)
NK	Restricted Credit
F	Failure
N	Continuing Course
*	No Grade Reported

Effective Autumn 1983-84.

A+	4.3, 4.2
A	4.1, 4.0, 3.9
A-	3.8, 3.7, 3.6, 3.5
B+	3.4, 3.3, 3.2
B	3.1, 3.0, 2.9
B-	2.8, 2.7, 2.6, 2.5
C+	2.4, 2.3
C	2.2 (restricted credit)
F	2.1 (failure)
N	Continuing Course
I	Incomplete
*	No Grade Reported
KM	Credit (student elected)
RK	Credit (mandatory)

Note: The grading system was revised to a number system with letter equivalents and the grades of 2.3 and 2.4 (C+) were eliminated.

Prior to Autumn 1969-70:

A+	4.3, 4.2
A	4.1, 4.0, 3.9
A-	3.8, 3.7, 3.6, 3.5
B+	3.4, 3.3, 3.2
B	3.1, 3.0, 2.9
B-	2.8, 2.7, 2.6, 2.5
C+	2.4, 2.3
C	1.9, 2.0, 2.1
C-	1.8, 1.7, 1.6, 1.5
D+	1.4, 1.3, 1.2
D	1.1, 1.0, 0.9
D-	0.8, 0.7, 0.6
F	0.0

Note: This system employs letter grades with numerical equivalents.

Note: The C, C-, D+, D and D- grades were eliminated. The grade of R (Restricted Credit) was introduced with the value of 2.2. The RK and F grades were redefined to a value of 2.2 and 2.1 respectively. Students may elect to take a limited number of courses on the K, RK, NK system. K shall be awarded for work that is comparable to numerical grades 4.3 - 2.3, RK for 2.2, an NK for 2.1.

Effective Autumn 1969: A second grading system was introduced with the following values:

K	Credit (1.7 - 4.3)
RK	Restricted Credit (0.9 - 1.6)
NK	No Credit (0 - 0.8)

THE SCHOOL OF MEDICINE GRADING SYSTEM

The following grades are used in reporting on the performance of students in the M.D. program:

+	Pass. Indicates that the student has demonstrated to the satisfaction of the department or teaching group responsible for the course that s/he mastered the material taught in the course.
-	Fail. Indicates that the student has not demonstrated to the satisfaction of the department or teaching group responsible for the course that he or she has mastered the material taught in the course.
EX	Exempt. Course exempted by examination. No units granted.
N	Continuing Course
I	Incomplete
GNR	Grade Not Reported (effective Autumn Quarter 2009-10)

CHRONOLOGY OF THE GRADUATE SCHOOL OF BUSINESS GRADING SYSTEM
Current (Effective Autumn 2000-01):

H	Honors
HP	High Pass
P	Pass
LP	Low Pass
U	Unsatisfactory
EX	Course Exempted (does not affect grade point calculations)
+	Grade (LP or better)
GNR	Grade Not Reported (effective Autumn Quarter 2009-10)

Effective Autumn Quarter 1971-72:

H+	Distinction. Work that is of markedly superior quality.
P+	Work that is of high quality and exceeds in a significant way all of the basic requirements of the course.
P	Pass. Work that is of good quality and clearly satisfies all the basic requirements of the course.
P-	Low Pass. Work that satisfies most of the basic require-ments of the course but is deficient in some minor way.
U	Unsatisfactory. Work that does not satisfy the basic requirements of the course and is deficient in significant ways.
EX	Course Exempted (does not affect grade point calculations)
+	Pass (P- or better)

Andrew Price

American national resident in Texas, USA

Email: andy.price@trilogy.com

Executive Summary

Longtime head of finance at a multinational group focused on the acquisition, transformation and growth of enterprise software companies. Extensive experience with revenue management, protection of intellectual property, evaluation of investment opportunities, mergers, reorganizations and refinancing, forecasting and budgets, corporate reporting and compliance.

Experience

- **Chief Financial Officer**
    - Led finance department of a billion-dollar software group for 12 years as CFO and 3 years as VP Finance
    - One of the group's three most senior executives, responsible for its strategy of sustained profits and growth
    - Oversaw the successful acquisition and integration of 100+ companies
    - Orchestrated take-private transactions including the purchase of a NASDAQ-listed company valued at over $400 million
    - Managed the group's quarterly budget process including vigilant monitoring of revenue and customer success
    - Contributed to the design of the group's outsourcing practice combining rigorous quality control and cost management
    - Negotiated loans in the nine figures with major banks and hedge funds
    - Played pivotal role in litigation with blue-chip companies to defend the group's IP rights and contracts

- **External Directorships**
    - Past member of the board of directors of a French technology company listed on the Paris Stock Exchange and specialized in the automatic analysis and scoring of software code quality
    - Past member of the board of directors of a Canadian technology company listed on the Toronto Stock Exchange and specialized in cloud-based billings software for mobile telecommunications networks

- **Product Manager and Developer**
    - Before entering corporate finance, served as a software developer and rotated through numerous technical positions over 13 years including delivery, business intelligence and product management
    - Combined strong technical expertise with keen business acumen to steer business units to success

Education
- B.A. in Computer Science and B.S. in Electrical Engineering, Rice University

William Marsh Rice University
Houston, TX 77005

Student No:S00255392   Date of Birth: 10-AUG-1974   Date Issued:10-APR-2024 OFFICIAL

Record of : Andrew Simon Price

** Warning - No Address **

Issued To : ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Course Level : Undergraduate

Current Program
Major:
Electrical & Computer Eng.

Major:
Computer Science

Degree Information:
Awarded: BS in Electrical Engineering   11-MAY-1996

Major:
Electrical & Computer Eng.
Inst. Honors:
Phi Beta Kappa
summa cum laude
Degree Information:
Awarded: Bachelor of Arts   11-MAY-1996

Major:
Computer Science
Inst. Honors:
Phi Beta Kappa
summa cum laude

Subj	No.	Title	Cred	Grade	Pts R
TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:					
Fall 92		Advanced Placement			
COMP 211		INTRODUCTION TO PROGRAMMING	6.00	TR	
ENGL 1XX		AP CREDIT IN ENGLISH	6.00	TR	
HIST 105		VARIETIES/AMERICAN EXPERIENCE	3.00	TR	
HIST 106		VARIETIES/AMERICAN EXPERIENCE	3.00	TR	
MATH 101		SINGLE VARIABLE CALCULUS I	3.00	TR	
MATH 102		SINGLE VARIABLE CALCULUS II	3.00	TR	
PHYS 1XX		AP CREDIT IN PHYSICS	6.00	TR	

Earned Hrs	GPA-Hrs	QPts	GPA
30.00	0.00	0.00	0.00

Subj	No.	Title	Cred	Grade	Pts R
INSTITUTION CREDIT:					
Fall Semester 1992					
CHEM 101		GENERAL CHEMISTRY	3.00	A+	12.99
COMP 210		INTRO TO SCIENTIFIC COMPUTING	4.00	A+	17.32
HPER 101		BASIC PHYSICAL EDUCATION	0.00	A+	0.00
HUMA 101		INTRODUCTION TO HUMANITIES	3.00	A	12.00
MATH 211		ORD DIFFERENTIAL EQUATIONS	3.00	A+	12.99
MUSI 165		TROMBONE FOR NON-MAJORS	2.00	A	8.00
PHYS 101		MECHANICS	3.00	A+	12.99

Earned Hrs	GPA-Hrs	QPts	GPA
18.00	18.00	76.29	4.23

President's Honor Roll
Good Academic Standing

Subj	No.	Title	Cred	Grade	Pts R
INSTITUTION CREDIT:					
Spring Semester 1993					
COMP 212		INTERMEDIATE PROGRAMMING	3.00	A+	12.99
ECON 211		PRINCIPLES OF ECONOMICS I	3.00	A+	12.99
HPER 102		BASIC PHYSICAL EDUCATION	0.00	A	0.00
HUMA 102		INTRODUCTION TO HUMANITIES	3.00	A	12.00
MATH 212		MULTIVARIABLE CALCULUS	3.00	A+	12.99
MUSI 340		CONCERT BAND	1.00	A	4.00
PHYS 102		ELECTRICITY & MAGNETISM	3.00	A+	12.99
PHYS 132		ELEMENTARY PHYSICS LAB I	1.00	A+	4.33

Earned Hrs	GPA-Hrs	QPts	GPA
17.00	17.00	72.29	4.25

President's Honor Roll
Good Academic Standing

Fall Semester 1993

Subj	No.	Title	Cred	Grade	Pts R
CAAM 381		APPLIED PROBABILITY	3.00	A	12.00
COMP 280		MATHEMATICS OF COMPUTER SCI	4.00	A+	17.32
ELEC 241		ELECTRICAL CIRCUITS	4.00	A+	17.32
MECH 211		ENGINEERING MECHANICS	3.00	A+	12.99
PHYS 201		WAVES AND OPTICS	3.00	A+	12.99
PHYS 231		ELEMENTARY PHYSICS LAB II	1.00	A+	4.33

Earned Hrs	GPA-Hrs	QPts	GPA
18.00	18.00	76.95	4.27

President's Honor Roll
Good Academic Standing

Spring Semester 1994

Subj	No.	Title	Cred	Grade	Pts R
COMP 320		INTRO TO COMPUTER ORGANIZATION	4.00	A+	17.32
COMP 382		DESIGN/ANALYSIS OF ALGORITHMS	4.00	A+	17.32
ELEC 342		ELECTRONIC CIRCUITS	4.00	A+	17.32
MATH 382		COMPLEX ANALYSIS	3.00	A	12.00
SOSC 102		INTELLECTUAL FOUND OF SOC SCI	3.00	A	12.00

Earned Hrs	GPA-Hrs	QPts	GPA
18.00	18.00	75.96	4.22

President's Honor Roll
Good Academic Standing

Fall Semester 1994

Subj	No.	Title	Cred	Grade	Pts R
COMP 311		PROGRAMMING LANGUAGES	4.00	A+	17.32
COMP 582		ADVANCED ALGORITHMS	3.00	A	12.00
ELEC 305		ELECTROMAGNETIC FIELDS & WAVES	3.00	A	12.00
ELEC 428		COMPUTER SYSTEMS PERFORMANCE	4.00	A+	17.32

Earned Hrs	GPA-Hrs	QPts	GPA
14.00	14.00	58.64	4.18

President's Honor Roll
Good Academic Standing

Spring Semester 1995

Subj	No.	Title	Cred	Grade	Pts R
CAAM 353		COMPUTATIONAL NUMERIC ANALYSIS	3.00	A	12.00
COMP 421		OPERATING SYS/CONCURRENT PROG	4.00	A+	17.32

Official

University Registrar
Rice University

Andrew Price Verification of Coursework/Degree   Unbound Academic Institute

Student No:S00255392   Date of Birth: 10-AUG-1974   Date Issued:10-APR-2024 OFFICIAL

Record of   : Andrew Simon Price

Subj	No.	Title	Cred	Grade	Pts	R
INSTITUTION CREDIT:						
ELEC	301	NETWORK & SYSTEMS THEORY	3.00	A+	12.99	
ELEC	326	DIGITAL LOGIC DESIGN	4.00	A	16.00	
SOCI	386	SEXUALITY AND THE SOCIAL ORDER	3.00	A+	12.99	

Earned Hrs	GPA-Hrs	QPts	GPA
17.00	17.00	71.30	4.19

President's Honor Roll
Good Academic Standing

Fall Semester 1995

Subj	No.	Title	Cred	Grade	Pts	R
COMP	412	COMPILER CONSTRUCTION	4.00	A+	17.32	
ELEC	425	COMPUTER SYSTEMS ARCHITECTURE	4.00	A+	17.32	
ELEC	426	DIGITAL SYSTEM DESIGN	4.00	A+	17.32	

Earned Hrs	GPA-Hrs	QPts	GPA
12.00	12.00	51.96	4.33

President's Honor Roll
Good Academic Standing

Spring Semester 1996

Subj	No.	Title	Cred	Grade	Pts	R
ACCO	305	INTRODUCTION TO ACCOUNTING	3.00	A+	12.99	
CAAM	310	LINEAR ALGEBRA	3.00	A+	12.99	
COMP	512	ADVANCED COMPILER CONSTRUCTION	4.00	A+	17.32	
COMP	515	ADV COMPILATION VECTOR PARALEL	0.00	AUD	0.00	

Earned Hrs	GPA-Hrs	QPts	GPA
10.00	10.00	43.30	4.33

Good Academic Standing

Transcript Totals	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	124.00	124.00	526.69	4.24
TOTAL TRANSFER	30.00	0.00	0.00	0.00
OVERALL	154.00	124.00	526.69	4.24

------------------END OF TRANSCRIPT------------------

Official   Page 2 of 2

University Registrar
Rice University

STEFANIE BADURIA, ED.D.

Austin, TX | sbaduria5@gmail.com | 626.664.5448

EDUCATION

2013 – 2018	**Doctor of Education, Educational Leadership** University of Southern California (USC); Los Angeles, CA
2020 – Present	**Master of Business Administration** Southern New Hampshire University (SNHU); Manchester, NH
2008 – 2010	**Master of Arts, Child and Adolescent Literacy** Loyola Marymount University (LMU); Los Angeles, CA
2004 – 2008	**Bachelor of Arts, Liberal Studies** Loyola Marymount University (LMU); Los Angeles, CA

PROFESSIONAL EMPLOYMENT

July 2022 – present	**Director of K-8** **Alpha** Austin, TX
July 2021 – July 2022	**Launch Lead/Campus Director** **Alpha** Brownsville, TX
July 2017 – July 2021	**Director of Education** **LA Galaxy** Carson, CA
July 2015 – July 2017	**Academic Program Manager** **LA Galaxy** Carson, CA
June 2009 – June 2015	**Lead Teacher, 4th Grade** **Visitation School** Los Angeles, CA
June 2012 – June 2014	**Student Council Supervisor** **Visitation School** Los Angeles, CA
June 2009 – June 2013	**Athletic Director** **Visitation School** Los Angeles, CA

RELEVANT VOLUNTEER EXPERIENCE

Nov 2017 – July 2021	**Chair of Education Committee** **LA Galaxy Foundation Board**

HONORS & AWARDS

June 2019	**USC Rossier School of Education Second Century Alumni Award Finalist**
February 2018	**LA Galaxy Champion Award**
October 2008	**Lowe's Senior Class All-American Finalist**

On-line Academic Student Information System

OASIS ⭐ STARS report

askUSC Knowledge Base Start Here

STARS Report

You may directly access the following sections in the StARS report

- Pertinent Data Section
- Legend
- Units Required for Degree

The Blue text in the StARS report identifies the degree requirements completed.
The Red text in the report highlights the outstanding requirements needed in order to graduate.
Place the mouse pointer over the underline codes in the report to view its description.
Descriptions will appear in the status bar at the bottom of your browser window.

```
PREPARED: 07/30/18 - 11:22
PROGRAM: 100                    CATALOG YEAR: 20133
STARS - DEGREE PROGRESS REPORT
Doctor of Education
Educational Leadership
```

```
GRADUATE PERTINENT DATA SECTION:                              ↪

Term of USC Admission 20133

USC Expected Graduation Date - 15 AUGUST 2018

================================================================
                    USC Diploma Information

Name as it will appear on your USC Diploma:

        Stefanie Sarte Baduria

Diploma will be mailed to: 903 W Oak Park Pl
                           West Covina, CA 91790




================================================================
CURRENT POST:  DEGREE  MAJOR   UNIT   EFFECTIVE TERM

    100          EDD    EDUC    EDUC       20133


PREVIOUS DEGREES:

DEGREE     DATE       INSTITUTION

  BA      MAY 2008    Loyola Marymount University


*** PLEASE BRING THIS REPORT WITH YOU WHEN YOU SEE
YOUR ACADEMIC ADVISOR ***
```

```
******** ALL DEGREE REQUIREMENTS HAVE BEEN SATISFIED ************

YOU HAVE SATISFIED THE CONTINUOUS ENROLLMENT REQUIREMENT. PLEASE
ENSURE THAT CONTINUOUS ENROLLMENT IS MAINTAINED IN EACH FALL AND
SPRING SEMESTER UNTIL ALL DEGREE REQUIREMENTS HAVE BEEN
SATISFIED.
```

```
        THE TIME LIMIT TO COMPLETE YOUR PROGRAM IS EIGHT YEARS
        FROM THE FIRST USC COURSE APPLIED TO YOUR PROGRAM.
        BECAUSE YOU HAVE AN APPROVED LEAVE OF ABSENCE, YOUR TIME
        LIMIT HAS BEEN EXTENDED FOR ONE ADDITIONAL SEMESTER.

        YOUR PROGRAM MUST BE COMPLETED BY THE STATED TERM:
        FROM------> TERM 133 (THROUGH 213 )
```

```
OK     A MINIMUM OF 43 UNITS IS REQUIRED FOR DEGREE COMPLETION   ↪
```

```
                        BECAUSE YOU HAVE BEEN ADMITTED WITH ADVANCED STANDING.
                        COURSE WORK MUST BE APPLIED BY YOUR ACADEMIC ADVISOR.
                        A MINIMUM GRADE OF "C" OR BETTER IS REQUIRED.  NOTE THAT A
                        MAXIMUM OF 4 UNITS OF DISSERTATION ENROLLMENT CAN APPLY.

                   EARNED: 43.00 UNITS

                      USC course work applied toward your program:
                   20133 EDUC524       3.0 A-    Challenges in Urban Education
                   20133 EDUC525       3.0 A-    Challenges in Urban Education
                   20133 EDUC605       1.0 CR    Framing Educational Leadershi
                   20143 EDUC523       3.0 A-    Challenges in Urban Education
                   20151 EDUC532       3.0 A     Inquiry Methods I
                   20152 EDUC522       3.0 A     Challenges in Urban Education
                   20152 EDUC713       3.0 A-    Issues in Lifespan Developmen
                   20153 EDUC536       3.0 A     Inquiry Methods II
                   20153 EDUC712       3.0 A     Issues in Human Motivation
                   20161 EDUC715       3.0 A-    Current Research in Learning
                   20161 EDUC792       3.0 CR    Critique of Research in Educa
                   20162 EDUC714       3.0 A     Measurement and Evaluation fo
                   20162 EDUC790       3.0 CR    Research
                   20172 EDUC620       2.0 A     Fundamentals of Creativity, I

                      Disseration enrollment - A maximum of 4 units can apply
                      toward the 43-unit requirement:
                   20172 EDUC794A      2.0 CR    Doctoral Dissertation
                   20173 EDUC794B      2.0 CR    Doctoral Dissertation
```

```
BASED ON APPLIED COURSE WORK, YOU HAVE SATISFIED THE MINIMUM
500 LEVEL REQUIREMENT (TWO-THIRDS RULE).
OK
     EARNED: 39.00 UNITS
```

```
OK    3.0 CUMULATIVE GPA REQUIRED OF ALL GRADUATE LEVEL USC
       COURSE WORK APPLIED TO YOUR DEGREE:
     EARNED:                            3.859 AVE
```

```
OK    3.0 CUMULATIVE GPA REQUIRED OF ALL GRADUATE LEVEL COURSE
       WORK COMPLETED AT USC:
     EARNED:                            3.859 AVE
```

```
OK    SPECIFIED COURSE REQUIREMENTS FOR THE ED.D. IN
       EDUCATION:
     EARNED:                        3 SUB-GROUPS

  +  1) THE FOLLOWING SIX COURSES ARE REQUIRED:
        NOTE: CW COURSE WAIVED EDUC606
                          5 COURSES TAKEN
        20133 EDUC524     3.0 A-    Challenges in Urban Education
        20133 EDUC525     3.0 A-    Challenges in Urban Education
        20133 EDUC605     1.0 CR    Framing Educational Leadershi
        20143 EDUC523     3.0 A-    Challenges in Urban Education
        20152 EDUC522     3.0 A     Challenges in Urban Education
  +  2) COMPLETE EDUC532 AND EDUC536:
                          2 COURSES TAKEN
        20151 EDUC532     3.0 A     Inquiry Methods I
        20153 EDUC536     3.0 A     Inquiry Methods II

  +  3) COMPLETE SIX UNITS OF RESEARCH COURSE WORK:
           6.00 UNITS EARNED
        20161 EDUC792     3.0 CR    Critique of Research in Educa
        20162 EDUC790     3.0 CR    Research
```

```
ALL DISSERTATION REQUIREMENTS HAVE BEEN SATISFIED.
OK
     EARNED:                        4 SUB-GROUPS

  +  1) YOUR DATE OF CANDIDACY HAS BEEN RECORDED.
        DOC PASSED 04/04/17

  +  2) REGISTRATION IN DISSERTATION 794A AND 794B IS REQUIRED.
        CONTINUOUS REGISTRATION IN 794 IS  REQUIRED EACH TERM,
        EXCLUDING SUMMERS, FROM THE DATE OF CANDIDACY UNTIL THE
        DISSERTATION HAS BEEN APPROVED AND SUBMITTED TO THE
        UNIVERSITY.
                          3 COURSES TAKEN
        20172 EDUC794A    2.0 CR    Doctoral Dissertation
        20173 EDUC794B    2.0 CR    Doctoral Dissertation
        20181 EDUC794C    2.0 CR    Doctoral Dissertation

  +  3) APPROVAL TO SUBMIT DEFENDED & FINAL COPY OF DOCTORAL
        WORK HAS BEEN RECORDED.
        MANUSCRIPT SUB. 05/30/18

  +  4) YOUR DISSERTATION HAS BEEN APPROVED AND RECORDED.
        DISS. MET 07/16/18
```

```
SUMMARY OF GRADUATE LEVEL ENROLLMENT AT USC:


     Term 20181
     20181 EDUC794C      2.0 CR    Doctoral Dissertation


     Term 20173
     20173 EDUC794B      2.0 CR    Doctoral Dissertation
```

```
            Term 20172
      20172 EDUC620      2.0 A     Fundamentals of Creativity, I
      20172 EDUC794A     2.0 CR    Doctoral Dissertation


            Term 20171
      20171 EDUC794A     0.0 NC    Doctoral Dissertation


            Term 20163
      20163 EDUC791      1.0 CR    Proposal for Doctoral Dissert


            Term 20162
      20162 EDUC714      3.0 A     Measurement and Evaluation fo
      20162 EDUC790      3.0 CR    Research


            Term 20161
      20161 EDUC715      3.0 A-    Current Research in Learning
      20161 EDUC792      3.0 CR    Critique of Research in Educa


            Term 20153
      20153 EDUC536      3.0 A     Inquiry Methods II
      20153 EDUC712      3.0 A     Issues in Human Motivation


            Term 20152
      20152 EDUC522      3.0 A     Challenges in Urban Education
      20152 EDUC713      3.0 A-    Issues in Lifespan Developmen


            Term 20151
      20151 EDUC532      3.0 A     Inquiry Methods I


            Term 20143
      20143 EDUC523      3.0 A-    Challenges in Urban Education


            Term 20141
      LOA APPROVED FOR 20141


            Term 20133
      20133 EDUC524      3.0 A-    Challenges in Urban Education
      20133 EDUC525      3.0 A-    Challenges in Urban Education
      20133 EDUC605      1.0 CR    Framing Educational Leadershi
```

        COURSE WORK NOT APPLIED TO YOUR DEGREE PROGRAM

        COURSE WORK THAT HAS NOT BEEN APPLIED TO YOUR PROGRAM
        OF STUDY BY YOUR ACADEMIC DEPARTMENT:
```
      20163 EDUC791      1.0 CR    Proposal for Doctoral Dissert
      20181 EDUC794C     2.0 CR    Doctoral Dissertation
```

********************* END OF ANALYSIS *********************

Exhibit C – Enrollment Matrix

Enrollment Matrix

School Name:						
Unbound Academy						
Number of Students						
Grade Level	Year One Target - FY25-26		Year Two Target - FY26-27		Year Three Target - FY27-28	
	Student Count	Full Time Student Equivalent	Student Count	Full Time Student Equivalent	Student Count	Full Time Student Equivalent
Kindergarten						
1st Grade						
2nd Grade						
3rd Grade						
4th Grade	50	46	80	74	140	130
5th Grade	50	46	105	97	200	186
6th Grade	50	46	105	97	220	204
7th Grade	50	46	105	97	220	204
8th Grade	50	46	105	97	220	204
9th Grade						
10th Grade						
11th Grade						
12th Grade						
Total Enrollment	250	230	500	462	1000	928

Foundation funding per student	$7,771	$7,771	$7,771
Total Foundation Funding	$1,787,330	$3,590,202	$7,211,488

Assumption:

7% absences, disenrollment, etc
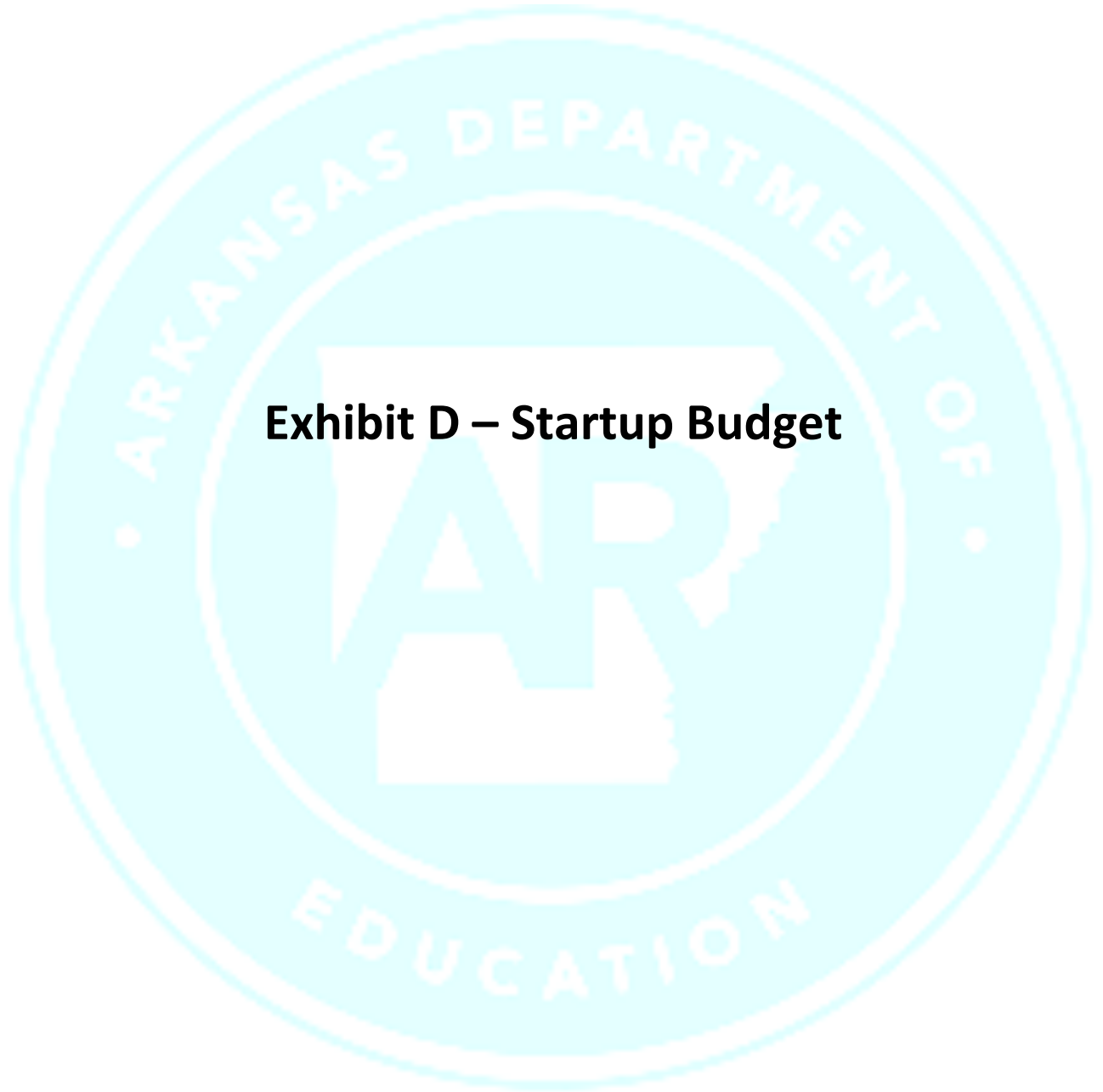
Exhibit D – Startup Budget

Startup Budget

Applicant Name: Unbound Academy

Inception to July 1 of Opening Year			
START-UP REVENUE			**Total $**
Secured Funds - Private Donations			$ 1,350,000.00
Total Start-up Revenue			$1,350,000
Administration, Instruction, & Support (AIS) EXPENDITURES	**# of FTE Staff**	**@ Salary**	**Total $**
Salaries			
Director/Principal (Head of School)	1.00	150,000.00	$ 37,500.00
Teacher-Regular Education (Lead Guide)	3.00	100,000.00	$ 75,000.00
Clerical	1.00	60,000.00	$ 15,000.00
Instructional Assistant (Guide)	5.00	60,000.00	$ 50,000.00
Employee Benefits			$ 9,318.75
Employee Insurance			$ 16,250.00
Retirement Plan			$ 12,750.00
Disability			$ 805.00
Medicare			$ 2,573.75
Social Security			$ 11,005.00
Office Supplies (Paper, Postage, etc.)			$ 385.00
Membership Dues, Registrations, & Travel			$ 6,000.00
Total Administration, Instruction, & Support			$ 236,587.50
Operations & Maintenance (O&M) EXPENDITURES			**Total $**
Marketing/Advertising			$ 250,000.00
Building Rent/Lease/Loan			$ 5,988.00
Liability Insurance			$ 15,622.00
Phone/Communications/Internet Connectivity			$ 1,000.00
Office Technology Equipment			$ 15,000.00
Total Operations & Maintenance			$ 287,610.00
Total Expenditures			$ 524,197.50
Total Start-up Revenues and Donations			$ 1,350,000.00
Budget Balance (= Revenues - Expenditures)			$ 825,802.50
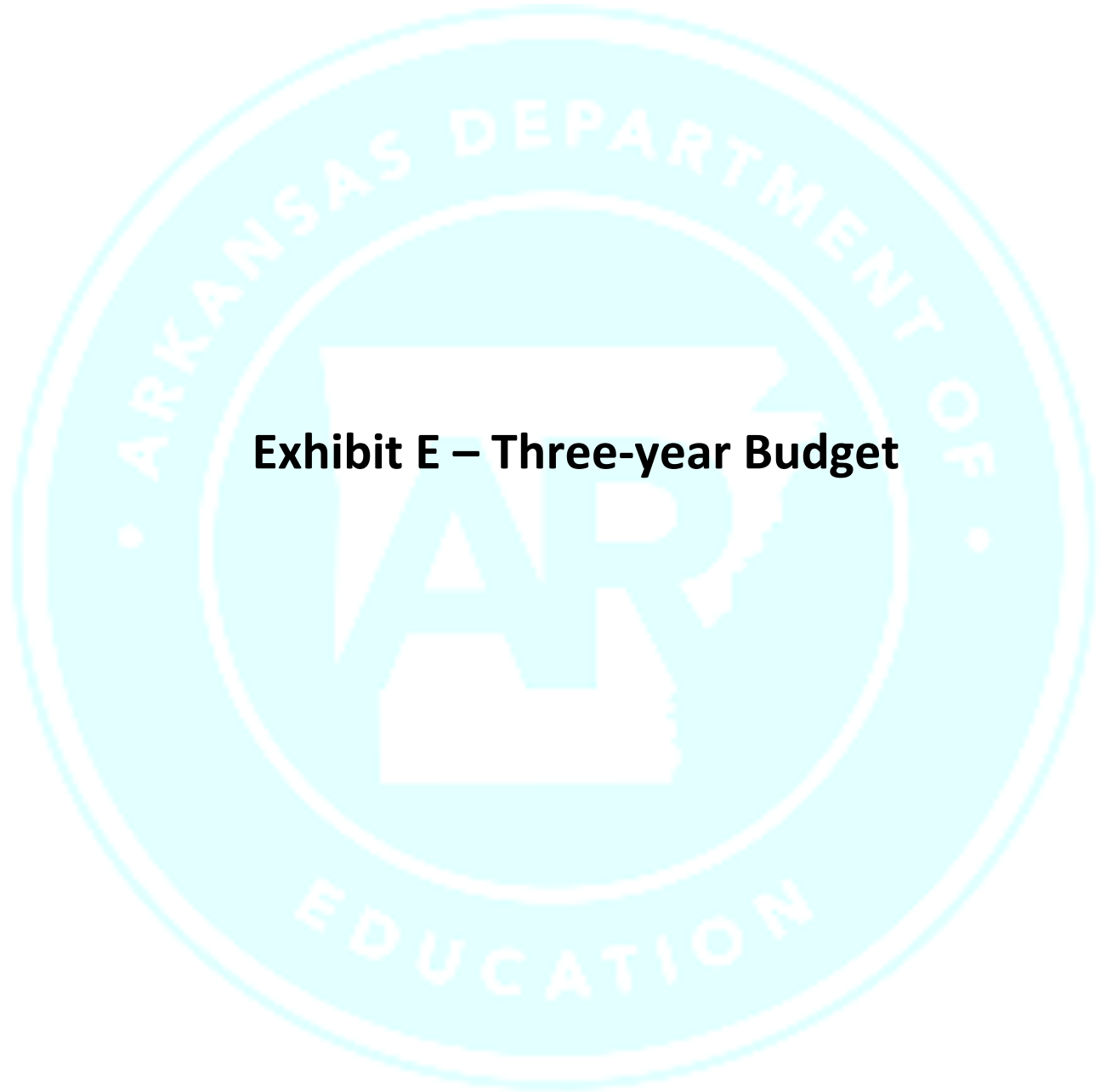
Exhibit E – Three-year Budget

Applicant Name: Unbound Academy

Three Year Operational Budget

	First Year			Second Year			Third Year		
STUDENT COUNT (at full enrollment)	250			500			1000		
Number of Students FTE (Budget based on)	230			462			928		
% of Full Enrollment Budget Based On	92.00%			92.40%			92.80%		
CARRYOVER	$ 825,803			$ 267,327			$ 50,660		
REVENUE	$ Amount			$ Amount			$ Amount		
Foundation Funding	$ 1,787,330			$ 3,590,202			$ 7,211,488		
Total Revenue	$ 1,787,330			$ 3,590,202			$ 7,211,488		
Administration, Instruction, & Support (AIS) EXPENDITURES	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries									
Director/Principal (Head of School)	1	$ 150,000	$ 150,000	1	$ 154,500	$ 154,500	1	$ 159,135	$ 159,135
Teacher-Regular Education (Lead Guides)	3	$ 100,000	$ 300,000	5	$ 103,000	$ 515,000	10	$ 106,090	$ 1,060,900
Instructional Assistants-Regular Education (Guides)	5	$ 60,000	$ 300,000	10	$ 61,800	$ 618,000	20	$ 63,654	$ 1,273,080
Instructional Assistants-Special Education (Guide)	1	$ 60,000	$ 60,000	1	$ 61,800	$ 61,800	1	$ 63,654	$ 63,654
Clerical (Admin)	1	$ 60,000	$ 60,000	2	$ 61,800	$ 123,600	4	$ 63,654	$ 254,616
Employee Benefits and Taxes			$ 45,675			$ 77,327			$ 147,598
Employee Insurance			$ 71,500			$ 123,500			$ 234,000
Retirement Plan			$ 87,000			$ 147,290			$ 281,139
Disability			$ 3,542			$ 6,118			$ 11,592
Medicare			$ 12,615			$ 21,357			$ 40,765
Social Security			$ 53,940			$ 91,320			$ 174,306
Office Supplies (Paper, Postage, etc.)			$ 1,100			$ 1,900			$ 3,600
Contracted Services (Special Education)			$ 18,000			$ 36,000			$ 72,000
Curriculum & Resource Materials / 2 HR Learning			$ 500,000			$ 1,000,000			$ 2,000,000
SIS Software			$ 15,750			$ 31,500			$ 63,000
Auditor Fees			$ 25,000			$ 25,000			$ 25,000
G&A Services (Finance, Legal, Insurance, Infrastruture, Other G&A, etc.)			$ 44,683			$ 89,755			$ 150,000
Total Administration, Instruction, & Support			$ 1,748,805			$ 3,123,967			$ 6,014,384
Operations & Maintenance (O&M) EXPENDITURES			Total			Total			Total
Supplies			$ 2,500			$ 2,500			$ 2,500
Marketing/Advertising			$ 320,000			$ 350,000			$ 350,000
Building Rent/Lease/Loan			$ 11,976			$ 11,976			$ 11,976
Liability Insurance			$ 31,244			$ 32,806			$ 34,447
Utilities (Electric, Gas, Water, Waste)			$ -			$ -			$ -
Phone/Communications/Internet Connectivity			$ 5,280			$ 9,120			$ 17,280
Office Furniture & Other Equipment			$ 1,000			$ 8,000			$ 17,000
Student Technology Equipment			$ 225,000			$ 256,500			$ 515,050
Office Technology Equipment			$ -			$ 12,000			$ 25,500
Total Operations & Maintenance			$ 597,000			$ 682,902			$ 973,753
Total Expenditures			$ 2,345,805			$ 3,806,869			$ 6,988,137
Total Revenues + Carryover			$ 2,613,133			$ 3,857,529			$ 7,262,148
Budget Balance (=Revenues-Expenditures)			$ 267,327			$ 50,660			$ 274,011

Exhibit F – YYYYY, Inc. Funding Commitment Letter

YYYYY, LLC
2028 E. Ben White Blvd., Ste. 240-2650
Austin, TX 78741

June 10, 2024

Ladies and Gentlemen,

Subject: Funding Commitment Letter

This letter is to formally document the commitment of YYYYY, LLC (previously known as YYYYY, Inc.), a Delaware limited liability company (the "**Commitment Party**"), with its principal office address located at 2028 E. Ben White Blvd., Ste. 240-2650, Austin, TX 78741, in favor of Unbound Academic Institute (AR), Inc., an Arkansas nonprofit corporation (the "**Recipient**"), having its principal office address at 6834 Cantrell Road #2480, Little Rock, AR 72207.

The Commitment Party hereby commits to provide funding in the amount of One Million Three Hundred Fifty Thousand Dollars (USD 1,350,000.00) ("**Committed Amount**") to the Recipient. This funding is to support the opening and operation of a new online charter school in the state of Arkansas (the "**Project**").

Funding Terms:

1. **Availability:** The Committed Amount shall be available to the Recipient as and when needed for the purposes of the Project, as outlined in this commitment letter.

2. **Drawdown:** The Recipient may call on the funds at any time on or before June 30, 2027. Requests for funds must be made in writing and shall provide reasonable detail of the intended use of the funds in relation to the Project.

3. **Nature of Funding:** It is expressly understood that the funds provided by the Commitment Party shall be in the form of a donation. As such, no repayment is required, and the funds shall be used exclusively for the purposes of the Project as described herein.

4. **Conditions Precedent:** The obligation of the Commitment Party to provide the Committed Amount is subject to the satisfaction of customary conditions precedent for transactions of this nature, including but not limited to state approval of the charter application and the Recipient's compliance with all applicable laws and regulations related to the operation of the Project.

5. **Representation and Warranties:** Both the Commitment Party and the Recipient represent and warrant that they are duly authorized to enter into this commitment and that all necessary approvals have been obtained.

6. **Binding Commitment:** This letter constitutes a binding commitment by the Commitment Party, subject to the terms and conditions set forth herein. The Commitment Party intends for this letter to be legally binding upon its execution.

7. **Governing Law:** This commitment and the interpretation of this letter shall be governed by and construed in accordance with the laws of the State of Delaware, without regard to its conflicts of laws principles.

This commitment is made in good faith to support the valuable efforts of the Recipient in establishing and operating the aforementioned online charter school. It is our belief that this endeavor will make a significant positive impact in the state of Arkansas.

Should you have any questions regarding this commitment, please do not hesitate to contact the undersigned.

Yours sincerely,

Andrew S. Price
Chief Financial Officer
YYYYY, LLC

Exhibit G – Unbound Academic Institute (AR), Inc. Articles of Incorporation

STATE OF ARKANSAS

SECRETARY OF STATE

John Thurston

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

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

Articles of Incorporation for Dom. Non-Profit Corp

of

UNBOUND ACADEMIC INSTITUTE (AR), INC.

filed in this office
May 24, 2024

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 24th day of May 2024.

John Thurston

John Thurston
Secretary of State

Online Certificate Authorization Code: 755000665e51a67e2a5
To verify the Authorization Code, visit sos.arkansas.gov

Articles of Incorporation for Dom. Non-Profit Corp - 501(c)(3)

Filing Information	
Filing Act:	1147 of 1993
Entity Name:	UNBOUND ACADEMIC INSTITUTE (AR), INC.
File Date:	2024-05-24 13:31:07
Effective Date:	2024-05-24
Filing Signature:	ROBYN SIERS
Organization Type:	Public - Benefit Corporation
Asset Distribution:	Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said Court shall determine which are organized and operated exclusively for such purposes.
Power:	No part of the net earnings of the corporation shall inure to the benefit, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in previous articles hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
Has Members:	No

Primary Purpose:

The purpose for which this corporation is organized:

1. The primary purpose of the Corporation shall be: **Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.**
2. To conduct any business enterprise not contrary to law.
3. To exercise all the powers enumerated in Section 4-27-302 of the Arkansas Business Corporation Act.

Registered Agent:	
Business Name:	CAPITOL CORPORATE SERVICES, INC.
Address 1:	300 S. SPRING STREET
Address 2:	SUITE 900
City:	LITTLE ROCK
State:	AR
Zip:	72201
Country:	USA

Officers	
First Name:	ROBYN
Last Name:	SIERS

Title: Incorporator/Organizer
Address 1: 1605 LAKECLIFF HILLS LANE
Address 2: SUITE 100
City: AUSTIN
State: TX
Zip: 78732
Country: USA

Exhibit H – Application for 501(c)(3) Status

MENU

Payment Confirmation - Application for Recognition of Exemption Under Section 501(c)(3)

✓	✓	✓	✓	5
Before You Begin	Complete Agency Form	Enter Payment Info	Review & Submit	**Confirmation**

Your payment is complete

You can find your receipt in your account payment activity. A confirmation email has been sent to ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

We value your feedback!

Do you have any feedback regarding your Pay.gov experience?
Please share it here.

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Tracking Information

Pay.gov Tracking ID: 27F52T4A

Agency Tracking ID: 76748042066

Form Name: Application for Recognition of Exemption Under Section 501(c)(3)

Application Name: Form 1023

Payment Information

Payment Type: Debit or credit card

Payment Amount: $600.00

Transaction Date: 06/14/2024 09:53:05 AM EDT

Payment Date: 06/14/2024

Account Information

Cardholder Name: ██████████

Card Type: Visa

Card Number: ██████████

View this payment on the Payment Activity page.

View this form on the My Forms page.

Need Help?

Contact:
IRS Customer Service

Phone:
877-829-5500

Return to top

the Treasury, Bureau of the Fiscal Service

WARNING WARNING WARNING

You have accessed a U.S. Government information system, which includes (1) this computer, (2) this network, (3) all computers connected to this network, and (4) all devices and storage media attached to this network or to a computer on this network. U.S. Government information systems are provided for the processing of official U.S. Government information only. Unauthorized or improper use of this information system is prohibited and may subject you to disciplinary action, as well as civil and criminal penalties. All data contained on U.S. Government information systems is owned by the U.S. Government and may, for the purpose of protecting the rights and property of the U.S. Government, be monitored, intercepted, recorded, read, searched, copied, or captured in any manner and disclosed or used for any lawful government purpose at any time. THERE IS NO RIGHT TO PRIVACY IN THIS SYSTEM. System personnel may give to law enforcement officials any potential evidence of crime found on U.S. Government information systems. USE OF THIS SYSTEM BY ANY USER, AUTHORIZED OR UNAUTHORIZED, CONSTITUTES YOUR UNDERSTANDING AND CONSENT TO THIS MONITORING, INTERCEPTION, RECORDING, READING, COPYING, OR CAPTURING AND DISCLOSURE.

Note: This system may contain Sensitive But Unclassified (SBU) data that requires specific data privacy handling.

Form **1023**	**Application for Recognition of Exemption** **Under Section 501(c)(3) of the Internal Revenue Code**	OMB No. 1545-0047
(Rev. January 2020) Department of the Treasury Internal Revenue Service	Do not enter social security numbers on this form as it may be made public. Go to www.irs.gov/Form1023 for instructions and the latest information.	**Note:** *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I	**Identification of Applicant**

1a Full Name of Organization (exactly as it appears in your organizing document)

UNBOUND ACADEMIC INSTITUTE AR INC

b Care of Name (if applicable)

c Mailing Address (Number, street and room/suite)

6834 CANTRELL RD NO 2480

d City

LITTLE ROCK

e Country

United States

f State

Arkansas

g Zip Code + 4

72207-4135

h Foreign Province (or State)

i Foreign Postal Code

2 Employer Identification Number

99-3426920

3 Month Tax Year Ends

JUNE

4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)

ANDREW S PRICE

5 Contact Telephone Number

501-404-5722

6 Fax Number (optional)

7 User Fee Submitted

$600.00

8 Organization's Website (if available):

9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.

First Name: MACKENZIE	Last Name: PRICE	Title: DIRECTOR
Mailing Address: 6834 CANTRELL RD NO 2480	City: LITTLE ROCK	
State (or Province): AR	Zip Code (or Foreign Postal Code): 72207	
First Name: STEFANIE	Last Name: BADURIA	Title: DIRECTOR
Mailing Address: 6834 CANTRELL RD NO 2480	City: LITTLE ROCK	
State (or Province): AR	Zip Code (or Foreign Postal Code): 72207	
First Name: ANDREW	Last Name: PRICE	Title: DIRECTOR
Mailing Address: 6834 CANTRELL RD NO 2480	City: LITTLE ROCK	
State (or Province): AR	Zip Code (or Foreign Postal Code): 72207	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	

☐ Check here to add more officers, directors, and/or trustees.

Part II	Organizational Structure

1 You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

⦿ Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

◯ Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

◯ Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

◯ Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

2 Enter the date you formed. (MM/DD/YYYY)   05/24/2024

3 Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.   Arkansas

4 Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.   ⦿ Yes   ◯ No

5 Are you a successor to another organization?   ◯ Yes   ⦿ No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III	**Required Provisions in Your Organizing Document**

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

1 Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?   ●Yes   ○No

1a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

> PAGE 2, PRIMARY PURPOSE

2 Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?   ●Yes   ○No

2a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

> PAGE 2, ASSET DISTRIBUTION

Part IV	Your Activities

1   Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

THE ACTIVITY IS THE OPERATION OF UNBOUND ACADEMY, A PUBLIC CHARTER SCHOOL IN ARKANSAS. THE SCHOOL INITIALLY WILL SERVE GRADES 4 THROUGH 8, WITH THE POSSIBILITY OF ADDING GRADES KINDERGARTEN TO 12 IN FUTURE YEARS. THE ORGANIZATION IS NEW AND HAS NO PAST ACTIVITIES.

THE ACTIVITY WILL BE CONDUCTED BY THE ORGANIZATION'S STAFF UNDER THE SUPERVISION OF THE BOARD OF DIRECTORS. THE STAFF WILL INCLUDE TEACHERS, CLERKS, AND THE HEAD OF SCHOOL.

THE ACTIVITY WILL BE CONDUCTED IN ARKANSAS. THE SCHOOL WILL SERVE STUDENTS STATEWIDE. OUR SCHOOL WILL REACH A DIVERSE STUDENT BODY. THIS SCHOOL WILL NOT DISCRIMINATE AGAINST ANY PERSON WHETHER ON RACE, RELIGION, GENDER, NATIONAL ORIGIN OR OTHER PROTECTED STATUS.

100 PERCENT OF THE ORGANIZATION'S TIME WILL BE ALLOCATED TO THE OPERATION OF THE SCHOOL.

THE ACTIVITY WILL BE FUNDED PRIMARILY BY STATE REVENUES, SUPPLEMENTED BY GRANTS FROM PUBLIC ORGANIZATIONS AND DONATIONS FROM PRIVATE ORGANIZATIONS. 100 PERCENT OF THE ORGANIZATION'S EXPENSES WILL BE ALLOCATED TO THE OPERATION OF THE SCHOOL.

OPERATING UNBOUND ACADEMY FURTHERS OUR EDUCATIONAL EXEMPT PURPOSE BY ESTABLISHING A COMPREHENSIVE SCHOOL THAT MAINTAINS A REGULAR FACULTY, CURRICULUM, AND A CONSISTENTLY ENROLLED STUDENT BODY. WE WILL SERVE AS A PUBLIC SCHOOL IN ARKANSAS, PROVIDING EDUCATION TO GRADES 4-8. OUR CURRICULUM, ALIGNED WITH STATE STANDARDS, WILL COVER CORE ACADEMIC SUBJECTS, ENSURING A STRUCTURED EDUCATIONAL ENVIRONMENT LIKE ANY TRADITIONAL SCHOOL EXCEPT DONE ONLINE. OUR FACULTY, REFERRED TO AS GUIDES, WILL BE CERTIFIED TEACHERS DEDICATED TO DELIVERING QUALITY INSTRUCTION AND SUPPORTING STUDENT DEVELOPMENT.

UNBOUND ACADEMY WILL OFFER STUDENTS A ROBUST ONLINE LEARNING EXPERIENCE THAT MIRRORS THE RIGOR AND STRUCTURE OF IN-PERSON SCHOOLING. STUDENTS WILL BE ENROLLED IN A FULL ACADEMIC PROGRAM AND WILL PARTICIPATE IN REGULAR ASSESSMENTS AND INTERACTIVE LEARNING SESSIONS. BY PROVIDING A STRUCTURED EDUCATIONAL FRAMEWORK WITH SCHEDULED CLASSES, ASSIGNMENTS, AND EVALUATIONS, WE WILL UPHOLD THE CHARACTERISTICS OF A TRADITIONAL SCHOOL WHILE LEVERAGING ONLINE TOOLS TO ENHANCE ACCESSIBILITY AND ENGAGEMENT.

AS A LICENSED AND RECOGNIZED PUBLIC CHARTER SCHOOL IN ARKANSAS, UNBOUND ACADEMY WILL RECEIVE MOST OF ITS FUNDING FROM THE STATE, SUPPORTING OUR MISSION TO DELIVER FREE EDUCATION TO ALL ENROLLED STUDENTS. THIS FUNDING WILL ENABLE US TO OFFER A HIGH-QUALITY EDUCATION WITHOUT CHARGING TUITION, ENSURING THAT OUR SERVICES CONTRIBUTE TO THE PUBLIC GOOD BY MAKING EDUCATION ACCESSIBLE TO ALL STUDENTS REGARDLESS OF THEIR SOCIOECONOMIC BACKGROUND.

OUR COMMITMENT TO MAINTAINING A STABLE FACULTY AND A RIGOROUS CURRICULUM, ALONG WITH PROVIDING A CONSISTENT AND SUPPORTIVE LEARNING ENVIRONMENT, POSITIONS UNBOUND ACADEMY AS A CREDIBLE EDUCATIONAL INSTITUTION UNDER THE INTERNAL REVENUE CODE'S DEFINITION. THROUGH OUR STRUCTURED PROGRAM, WE AIM TO FOSTER ACADEMIC ACHIEVEMENT, PERSONAL GROWTH, AND LIFELONG LEARNING, ULTIMATELY CONTRIBUTING TO THE EDUCATIONAL ADVANCEMENT OF OUR STUDENTS AND THE BROADER COMMUNITY.

Part IV	**Your Activities** *(continued)*

2   Enter the 3-character NTEE Code that best describes your activities.   B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities.   ☐

3   Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.   ○ Yes ◉ No

4   Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.   ○ Yes ◉ No

5   Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.   ○ Yes ◉ No

6   Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.   ○ Yes ◉ No

Part IV	Your Activities *(continued)*

6a Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.   ○ Yes   ○ No

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

8 Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain.   ○ Yes   ● No

9 Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10.   ○ Yes   ● No

Part IV	Your Activities *(continued)*

9a Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes.   ○ Yes ○ No

9b Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10.   ○ Yes ○ No

9c Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.   ○ Yes ○ No

9d Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.   ○ Yes ○ No

9e Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately.   ○ Yes ○ No

Part IV	Your Activities *(continued)*

9f Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships. ⬡ Yes ⬡ No

9g When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ⬡ Yes ⬡ No

9h Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ⬡ Yes ⬡ No

9i Will you acquire from OFAC the appropriate license and registration where necessary? ⬡ Yes ⬡ No

10 Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11. ⬡ Yes ⬢ No

10a When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ⬡ Yes ⬡ No

10b Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ⬡ Yes ⬡ No

10c Will you acquire from OFAC the appropriate license and registration where necessary? ⬡ Yes ⬡ No

Part IV   **Your Activities** *(continued)*

11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds.   ○ Yes   ● No

12 Do you or will you operate a school?
If "Yes," complete Schedule B.   ● Yes   ○ No

13 Is your principal purpose or function to provide hospital or medical care?
If "Yes," complete Schedule C.   ○ Yes   ● No

14 Do you or will you provide low-income housing?
If "Yes," complete Schedule F.   ○ Yes   ● No

15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section I.   ○ Yes   ● No

16 Check any of the following fundraising activities that you will undertake (check all that apply):

☐ Website, mail, email, personal, and/or phone solicitations   ☑ Foundation grant solicitations

☐ Receive donations from another organization's website   ☑ Government grant solicitations

☐ Bingo   ☐ Other (non-bingo) gaming activities

☐ Other (describe)

☐ We will not engage in fundraising activities.

17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds.   ○ Yes   ● No

Part V	Compensation and Other Financial Arrangements

1 Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2.   ● Yes   ○ No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

1a Do or will the individuals that approve compensation arrangements follow a conflict of interest policy?   ● Yes   ○ No

1b Do or will you approve compensation arrangements in advance of paying compensation?   ● Yes   ○ No

1c Do or will you document in writing the date and terms of approved compensation arrangements?   ● Yes   ○ No

1d Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?   ● Yes   ○ No

1e Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations?   ● Yes   ○ No

1f Do or will you record in writing both the information on which you relied to base your decision and its source?   ● Yes   ○ No

1g Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices.   ● Yes   ○ No

INSOFAR AS THE ORGANIZATION MAKES PURCHASES FROM 2HR LEARNING INC, A CURRICULUM SOFTWARE PROVIDER AFFILIATED WITH SEVERAL OF THE DIRECTORS, THE PRICE WILL BE AT OR BELOW THE PRICES CHARGED BY 2HR LEARNING INC IN TRANSACTIONS WITH UNRELATED PARTIES.

2 Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves.   ● Yes   ○ No

3 Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services.   ● Yes   ○ No

TRILOGY ENTERPRISES INC, A GENERAL AND ADMINISTRATIVE SERVICE PROVIDER AFFILIATED WITH DIRECTOR ANDREW PRICE, MAY RECEIVE A REVENUE-BASED FEE CONSISTENT WITH TRILOGY'S CONTRACTS WITH OTHER ORGANIZATIONS. THE PROPOSED CONTRACT SETS THIS FEE AT 2.5 PERCENT OF REVENUES, CAPPED AT $150,000 PER YEAR. CROSSOVER MARKETS INC, A STAFF RECRUITMENT SERVICE PROVIDER AFFILIATED WITH DIRECTOR ANDREW PRICE, MAY RECEIVE A CANDIDATE PLACEMENT FEE CONSISTENT WITH CROSSOVER'S CONTRACTS WITH OTHER ORGANIZATIONS. THE PROPOSED CONTRACT SETS THIS FEE AT 10 PERCENT OF THE HIRED WORKER'S FIRST-YEAR COMPENSATION. PLACEMENT FEES WILL BE WAIVED DURING THE FIRST THREE YEARS. SURVEYS OR BENCHMARKING REPORTS WILL BE USED TO ENSURE THAT FEES TO TRILOGY AND CROSSOVER DO NOT EXCEED REASONABLE COMPENSATION FOR THE SERVICES PROVIDED.

| **Part V** | Compensation and Other Financial Arrangements *(continued)* |

4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.   ● Yes ○ No

(1) THE ORGANIZATION INTENDS TO PURCHASE CURRICULUM SOFTWARE FROM 2HR LEARNING INC, WITH WHICH DIRECTORS MACKENZIE PRICE, STEFANIE BADURIA AND ANDREW PRICE ARE AFFILIATED. (2) THE ORGANIZATION INTENDS TO PURCHASE GENERAL AND ADMINISTRATIVE SERVICES FROM TRILOGY ENTERPRISES INC, WITH WHICH DIRECTOR ANDREW PRICE IS AFFILIATED. (3) THE ORGANIZATION INTENDS TO PURCHASE STAFF RECRUITMENT SERVICES FROM CROSSOVER MARKETS INC, WITH WHICH DIRECTOR ANDREW PRICE IS AFFILIATED. NONE OF THE CONTRACTS FOR ITEMS (1), (2), OR (3) WILL BE APPROVED UNTIL THE BOARD CONSISTS OF A MAJORITY OF UNAFFILIATED DIRECTORS. IN EVALUATING EACH OF THESE ITEMS, SURVEYS OR BENCHMARKING REPORTS WILL BE USED TO ENSURE THAT THE FEES DO NOT EXCEED REASONABLE COMPENSATION FOR THE SERVICES PROVIDED.

5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.   ○ Yes ● No

6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.   ○ Yes ● No

Part V	Compensation and Other Financial Arrangements *(continued)*

7 Does or will someone other than your own employees or volunteers manage your activities or facilities?   ○ Yes ● No
If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations
that manage or will manage your activities or facilities, and any business or family relationship between the
organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the
terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more
than fair market value for services.

8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships,   ○ Yes ● No
in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture,
list your investment in each joint venture, describe the tax status of other participants in each joint venture (including
whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you
exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt
purposes.

Part VI	Financial Data

1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.

● You completed less than one tax year.

Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith
projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed at least one tax year but fewer than five.

Provide a total of four years financial information (including the current year and three years of actual financial information or
reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed five or more tax years.

Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues
and Expenses.

Part VI	Financial Data *(continued)*

A. Statement of Revenues and Expenses

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 05/24/2024 To: 06/30/2024	From: 07/01/2024 To: 06/30/2025	From: 07/01/2025 To: 06/30/2026	From: __/__/____ To: __/__/____	From: __/__/____ To: __/__/____
1 Gifts, grants, and contributions received (do not include unusual grants)	$0.	$1,350,000.	$0.		
2 Membership fees received	$0.	$0.	$0.		
3 Gross investment income	$0.	$0.	$0.		
4 Net unrelated business income	$0.	$0.	$0.		
5 Taxes levied for your benefit	$0.	$0.	$0.		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	$0.	$0.	$0.		
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	$0.	$0.	$0.		
8 Total of lines 1 through 7	$0.	$1,350,000.	$0.	$0.	$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)	$0.	$0.	$1,787,000.		
10 Total of lines 8 and 9	$0.	$1,350,000.	$1,787,000.	$0.	$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)	$0.	$0.	$0.		
12 Unusual grants (provide an itemized list below)	$0.	$0.	$0.		
13 Total Revenue (add lines 10 through 12)	$0.	$1,350,000.	$1,787,000.	$0.	$0.
Type of expense	**Current tax year**	**4 prior tax years or 2 succeeding tax years**			
14 Fundraising expenses	$0.	$0.	$0.		
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	$0.	$0.	$0.		
16 Disbursements to or for the benefit of members (provide an itemized list below)	$0.	$0.	$0.		
17 Compensation of officers, directors, and trustees	$0.	$0.	$0.		
18 Other salaries and wages	$0.	$230,000.	$1,144,000.		
19 Interest expense	$0.	$0.	$0.		
20 Occupancy (rent, utilities, etc.)	$0.	$22,000.	$19,000.		
21 Depreciation and depletion	$0.	$0.	$0.		
22 Professional fees	$0.	$0.	$43,000.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	$0.	$272,000.	$1,140,000.		
24 Total Expenses (add lines 14 through 23)	$0.	$524,000.	$2,346,000.	$0.	$0.

25 Itemized financial data

> YEAR ENDED 06-30-2025: LINE 23 CONSISTS OF MARKETING AND ADVERTISING $250,000, LIABILITY INSURANCE $16,000, MEMBERSHIP DUES, REGISTRATIONS AND TRAVEL $6,000. YEAR ENDED 06-30-2026: LINE 9 CONSISTS OF STATE REVENUE FOR CHARTER SCHOOL OPERATIONS. LINE 23 CONSISTS OF CURRICULUM SOFTWARE $500,000, MARKETING AND ADVERTISING $320,000, STUDENT LAPTOPS $225,000, OUTSOURCED GENERAL AND ADMINISTRATIVE SERVICES $45,000, LIABILITY INSURANCE $31,000, SIS SOFTWARE $16,000, SUPPLIES $3,000.

Part VI	Financial Data *(continued)*

B. Balance Sheet (for your most recently completed tax year)	Year End: 06/30/2024
Assets	
1 Cash	$0.
2 Accounts receivable, net	$0.
3 Inventories	$0.
4 Bonds and notes receivable (provide an itemized list below)	$0.
5 Corporate stocks (provide an itemized list below)	$0.
6 Loans receivable (provide an itemized list below)	$0.
7 Other investments (provide an itemized list below)	$0.
8 Depreciable assets (provide an itemized list below)	$0.
9 Land	$0.
10 Other assets (provide an itemized list below)	$0.
11 Total Assets (add lines 1 through 10)	$0.
Liabilities	
12 Accounts payable	$0.
13 Contributions, gifts, grants, etc. payable	$0.
14 Mortgages and notes payable (provide an itemized list below)	$0.
15 Other liabilities (provide an itemized list below)	$0.
16 Total Liabilities (add lines 12 through 15)	$0.
Fund Balances or Net Assets	
17 Total fund balances or net assets	$0.
18 Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	$0.

19 Itemized financial data

Part VII	Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1   Select the foundation classification you are requesting from the list below.

☐   You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.

☐   You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).

☐   You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.

☑   You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.

☐   You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.

☐   You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.

☐   You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.

☐   You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.

☐   You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.

☐   You are a publicly supported organization and would like the IRS to decide your correct classification.

☐   You are a private foundation.

1a   As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document   ☐
includes these provisions or you rely on state law.

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

[   ]

1b   Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals,   ○ Yes   ○ No
including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section II.

1c   Are you a private operating foundation?   ○ Yes   ○ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII	**Foundation Classification** *(continued)*

1d Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

2 If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

   i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A?   ○ Yes ○ No

   If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

   ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization?   ○ Yes ○ No

2a If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

   i. Did you receive amounts from any disqualified persons?   ○ Yes ○ No

   If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

   ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of $5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses?   ○ Yes ○ No

   If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

   iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income?   ○ Yes ○ No

Part VIII	Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

1   Are you submitting this application within 27 months of the end of the month in which you were legally formed?   ☑ Yes   ☐ No

If "No," complete Schedule E.

Part IX	Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

1   Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N?   ☐ Yes   ☑ No

If "Yes," are you claiming you are excepted from filing because you are:

☐   A church or association of churches

☐   An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)

☐   A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577

☐   A school below college level affiliated with a church or operated by a religious order

☐   A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries

☐   An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)

☐   Other (describe)

Part X	Signature

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

ANDREW PRICE
_____
(Type name of signer)

DIRECTOR
_____
(Type title or authority of signer)

06/14/2024
_____
(Date)

Upload checklist:

- ☑ Organizing document (and any amendments)

- ☑ Bylaws, if adopted

- ☐ Form 2848, Power of Attorney and Declaration of Representative (if applicable)

- ☐ Form 8821, Tax Information Authorization (if applicable)

- ☐ Supplemental responses (if applicable)

- ☐ Expedited handling request (if applicable)

Schedule A. Churches

1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. ○ Yes ○ No

2 Do you have a literature of your own? If "Yes," describe your literature. ○ Yes ○ No

3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. ○ Yes ○ No

4 Describe your religious hierarchy or ecclesiastical government.

5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. ○ Yes ○ No

6 Do you have a form of worship? If "Yes," describe your form of worship. ○ Yes ○ No

7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. ○ Yes ○ No

7a What is the average attendance at your regularly scheduled religious services?

8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. ○ Yes ○ No

Schedule A. Churches *(continued)*

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. ○ Yes ○ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. ○ Yes ○ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. ○ Yes ○ No

9d May your members be associated with another denomination or church? ○ Yes ○ No

9e Are all of your members part of the same family? ○ Yes ○ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? ○ Yes ○ No

11 Do you have a school for the religious instruction of the young? ○ Yes ○ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. ○ Yes ○ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? ○ Yes ○ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. ○ Yes ○ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. ○ Yes ○ No

Schedule B. Schools, Colleges, and Universities

1 Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on?   ○ Yes ● No

2 Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3.   ● Yes ○ No

2a Select the best description(s) of your school:

☐ Elementary school

☐ Secondary school

☑ Charter school

☐ College or university

☐ Technical school

☐ Other school (describe) [_____]

3 Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.   ● Yes ○ No

THE ORGANIZATION IS APPLYING TO THE STATE OF ARKANSAS TO OPERATE A CHARTER SCHOOL. IF THE STATE APPROVES THE CHARTER, THE SCHOOL WILL BE A PUBLIC SCHOOL WHOLLY OR PREDOMINANTLY FUNDED BY THE STATE GOVERNMENT. IF THE ORGANIZATION FAILS TO OBTAIN A CHARTER, IT WILL DISSOLVE AND DISTRIBUTE ITS ASSETS TO THE STATE GOVERNMENT OR ANOTHER EXEMPT ORGANIZATION. THE ANSWER TO QUESTION 1 IS NO BECAUSE THE PLACE WHERE EDUCATIONAL ACTIVITIES ARE REGULARLY CARRIED ON IS ONLINE RATHER THAN A PHYSICAL FACILITY.

4 Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located?   ○ Yes ○ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.   ○ Yes ○ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.   ○ Yes ○ No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

7 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body?   ○ Yes ○ No

State where the policy is located or if adopted by resolution of your governing body.

[_____]

8 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9.   ○ Yes ○ No

8a ☐ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities *(continued)*

9 Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.   ○ Yes ○ No

9a ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

10 Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully.   ○ Yes ○ No

11 Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

12 In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

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

Schedule B. Schools, Colleges, and Universities *(continued)*

13 List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

14 Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

◯ Yes   ◯ No

15 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

◯ Yes   ◯ No

Schedule C. Hospitals and Medical Research Organizations

1 Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2.   ○ Yes ○ No

1a Name the hospitals with which you have a relationship and describe the relationship.

1b List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

2 Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? If "Yes," explain.   ○ Yes ○ No

Do not complete the remainder of Schedule C.

3 Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.   ○ Yes ○ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

4   Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain.   ○ Yes   ○ No

5   Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6.   ○ Yes   ○ No

5a Are you a specialty hospital or would emergency services be duplicative based on your region or locality?   ○ Yes   ○ No

6   Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community.   ○ Yes   ○ No

7   Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.   ○ Yes   ○ No

8   Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.   ○ Yes   ○ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

9   Is your board of directors composed of a majority of individuals who are representative of the community you serve,   ○ Yes   ○ No
or do you operate under a parent organization whose board of directors is composed of a majority of individuals who
are representative of the community you serve? If "Yes," continue to Line 10.

9a List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member
who is representative of the community and describe how that individual is a community representative. If you operate under a parent
organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve,
provide the requested information for your parent's board of directors as well.

10 Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital?   ○ Yes   ○ No
If "No," do not complete the rest of Schedule C.

10a Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an   ○ Yes   ○ No
implementation strategy to meet the community health needs identified in the assessment as required by section
501(r)(3)? If "No," explain.

10b Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as   ○ Yes   ○ No
required by section 501(r)(4)? If "No," explain.

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain.   ○ Yes   ○ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain.   ○ Yes   ○ No

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

1   List the names, addresses, and EINs of the organizations you support.

| |
| |

2   Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3.   ◯ Yes   ◯ No

2a Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2).   ◯ Yes   ◯ No

| |
| |

3   Which of the following describes your relationship with your supported organization(s)?

◯   A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)

◯   Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)

◯   One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

4   Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

| |
| |

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

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

6 Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons.   ◯ Yes ◯ No

7 Does your organizing document specify your supported organization(s) by name?   ◯ Yes ◯ No
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

7a Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification.   ◯ Yes ◯ No

If you selected Type II above, do not complete the rest of Schedule D.

8 Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain.   ◯ Yes ◯ No

If you selected Type I above, do not complete the rest of Schedule D.

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

9 Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain.   ○ Yes ○ No

10 In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If 'No,' explain.   ○ Yes ○ No

11 Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain.   ○ Yes ○ No

12 Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D.   ○ Yes ○ No

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

13 Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.   ◯ Yes   ◯ No

13a How much do you contribute annually to each supported organization?

13b What is the total annual revenue of each supported organization?

13c Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.   ◯ Yes   ◯ No

Schedule E. Effective Date

1	Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2.	○ Yes	○ No

1a Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

○ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

○ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

○ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

○ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

2 Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

○ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

○ Check this box if you are requesting an earlier effective date than the submission date.

2a Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

1 Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

2 Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

3 Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?   ○ Yes   ○ No

4 Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.   ○ Yes   ○ No

5 Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.   ○ Yes   ○ No

Schedule F. Low-Income Housing *(continued)*

6 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe   ◯ Yes   ◯ No
what these charges cover and how they are determined.

7 Do you provide social services to residents? If "Yes," describe these services.   ◯ Yes   ◯ No

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

Schedule G. Successors to Other Organizations

1 List the name, last address, and EIN of your predecessor organization and describe its activities.

2 List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

3 Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4.   ○ Yes   ○ No

3a Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

4   Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship.   ○ Yes   ○ No

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

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

7   Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined.   ○ Yes   ○ No

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

Section I	Public charities and private foundations complete lines 1 through 8 of this section.

1 Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain.   ○ Yes   ○ No

3 Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

4 Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

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

5 Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

6 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

7 How do you determine who is on the selection committee for the awards made under your program?

8 Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?   ◯ Yes   ◯ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

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

Section II	Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.

1 As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures?   ○ Yes   ○ No

If "No," do not complete the rest of Schedule H.

1a Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution

☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring?   ○ Yes   ○ No

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2?   ○ Yes   ○ No

4 Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer?   ○ Yes   ○ No

If "No," do not complete the rest of Schedule H.

5 Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives?   ○ Yes   ○ No

6 Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7.   ○ Yes   ○ No

6a Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?   ○ Yes   ○ No

7 Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer?   ○ Yes   ○ No

If "No," do not complete the rest of Schedule H.

7a Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?   ○ Yes   ○ No

If "Yes," do not complete the rest of Schedule H.

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

7b Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.   ◯ Yes   ◯ No

7c Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.   ◯ Yes   ◯ No

STATE OF ARKANSAS

SECRETARY OF STATE

John Thurston

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

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

Articles of Incorporation for Dom. Non-Profit Corp

of

UNBOUND ACADEMIC INSTITUTE (AR), INC.

filed in this office
May 24, 2024

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 24th day of May 2024.

John Thurston
John Thurston
Secretary of State

Online Certificate Authorization Code: 755000665e51a67e2a5
To verify the Authorization Code, visit sos.arkansas.gov

Articles of Incorporation for Dom. Non-Profit Corp - 501(c)(3)

Filing Information

Filing Act: 1147 of 1993

Entity Name: UNBOUND ACADEMIC INSTITUTE (AR), INC.

File Date: 2024-05-24 13:31:07

Effective Date: 2024-05-24

Filing Signature: ROBYN SIERS

Organization Type: Public - Benefit Corporation

Asset Distribution: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said Court shall determine which are organized and operated exclusively for such purposes.

Power: No part of the net earnings of the corporation shall inure to the benefit, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in previous articles hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Has Members: No

Primary Purpose:

The purpose for which this corporation is organized:

1. The primary purpose of the Corporation shall be: **Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.**
2. To conduct any business enterprise not contrary to law.
3. To exercise all the powers enumerated in Section 4-27-302 of the Arkansas Business Corporation Act.

Registered Agent:

Business Name: CAPITOL CORPORATE SERVICES, INC.

Address 1: 300 S. SPRING STREET

Address 2: SUITE 900

City: LITTLE ROCK

State: AR

Zip: 72201

Country: USA

Officers

First Name: ROBYN

Last Name: SIERS

Title: Incorporator/Organizer
Address 1: 1605 LAKECLIFF HILLS LANE
Address 2: SUITE 100
City: AUSTIN
State: TX
Zip: 78732
Country: USA

BYLAWS OF
UNBOUND ACADEMIC INSTITUTE (AR), INC.,
AN ARKANSAS NONPROFIT CORPORATION

ARTICLE 1: NAME AND LOCATION

1.1   NAME: The name of this corporation is Unbound Academic Institute (AR), Inc. (hereinafter referred to as the "Corporation").

1.2   PRINCIPAL OFFICES: The principal office of the Corporation shall be located at:

6834 Cantrell Road #2480
Little Rock, AR 72207

The Corporation may also maintain offices at such other locations as the Board of Directors (as defined in Section 5.3) may from time to time determine.

ARTICLE 2: DURATION

The duration of the Corporation shall be perpetual unless otherwise provided for in the Articles of Incorporation.

ARTICLE 3: NONPROFIT PURPOSES

3.1   NONPROFIT PURPOSES: The Corporation shall not be organized or operated for profit and no part of the net earnings of the Corporation shall inure to the benefit of any person or entity. Specifically, the Corporation's purpose is to advance educational purposes including but not limited to (a) operating one or more private or charter schools (each, a "School" and collectively, the "Schools") and (b) all activities to advance the same and educational purposes.

3.2   EXCLUSIVE CORPORATE PURPOSES: The purposes of the Corporation shall be subject to 3.1 above and subject to the express provisions of the Articles of Incorporation.

ARTICLE 4: MEMBERS

The Corporation shall have no "members."

ARTICLE 5: BOARD OF DIRECTORS

5.1   QUALIFICATIONS OF DIRECTORS. After December 31st, 2024, a majority of Voting Directors (as defined in Section 5.3) must maintain a primary residence in Arkansas.

5.2   INITIAL BOARD: The initial Voting Directors (as defined in Section 5.3), subject to removal, death, incapacity, or resignation, shall serve until the earlier of (a) the end of their term, as specified in Section 5.8, and (b) the election and qualification of their respective successors as is provided by the applicable state law.

5.3   NUMBER OF DIRECTORS AND BOARD COMPOSITION:

(a)   The Corporation shall have at least three (3) but no more than seven (7) members of the board of directors who are entitled to vote on all matters brought before the board of directors (the "Voting Directors"). The Voting Directors may appoint an unlimited number of individuals who are not entitled to vote on matters brought before the board of directors (the "Non-Voting Directors" and, together with the Voting Directors, the "Board of Directors"; Voting Directors and Non-Voting Directors may also be referred to individually as a "Director").

(b)   A Non-Voting Director shall have no right to vote on any matters brought before the Board of Directors.

5.4   RESIGNATION: Any Director may resign at any time upon written notice to the Corporation as provided by applicable law.

5.5   DUTIES, POWERS, AND COMMITTEES:

(a)   The Board of Directors shall be responsible for the control and management of the affairs, property, and interests of the Corporation, including but not limited to, planning and supporting programs and activities consistent with the Corporation's purposes. The Board of Directors is legally responsible for all transactions of any School.

(b)   All Schools shall at all times be operated by the Board of Directors in accordance with AR Code § 6-23-101 et seq. and all other applicable laws and regulations.

(c)   The Corporation shall have ultimate responsibility for employment, management, dismissal, and discipline of its employees.

(d)   The Corporation shall not enter any agreement that enables a third party to assume control over or replace any Directors of the Corporation under any circumstances.

(e)   The Board of Directors shall have the power to appoint officers and appoint committees to assist the Directors in the conduct of the Corporation's affairs.

5.6   MEETINGS:

(a)   Meetings shall be held at regular or irregular intervals of time and at such places as the Board of Directors shall fix in advance or as may be called by the president ("President") or one-third (1/3) of the Board of Directors on at least 48 hours advance notice.

(b)   Whenever notice is required to be given under any provision of the Arkansas Code, the Articles of Incorporation or these Bylaws, a written waiver, signed by the person entitled to notice, or a waiver by electronic transmission by the person entitled to notice, whether before or after the time of the event for which notice is to be given, shall be deemed equivalent to notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in any written waiver of notice or any waiver by electronic transmission unless so required by the Articles of Incorporation or these Bylaws.

(c)   The Board of Directors may permit any or all Directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Directors participating may simultaneously hear and be heard by each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

(d)   Upon the final approval of the Corporation's charter application, the Corporation shall be subject to the public meeting requirements of AR Code § 25-19-106.

5.7   QUORUM: A majority of the Voting Directors shall constitute a quorum for the transaction of business, and all actions of the Board of Directors shall be determined by a majority of the quorum present, unless otherwise required by applicable law.

5.8   TERM: Each Director shall serve a term of three (3) years (unless earlier removed as provided for in Section 5.10), beginning after his or her election or appointment.

5.9   VACANCIES: Any vacancy in the Board of Directors (whether created by resignation, removal, death, term limits, or incapacity or by increase in the number of members) may be filled by a majority vote of the remaining Voting Directors, at any meeting of the Board of Directors.

5.10   REMOVAL OF DIRECTORS:

(a)   The Board of Directors shall establish written policies and procedures for handling conflict, working with any Director who is no longer productive or is struggling to keep their commitment, and is being removed for Cause. These policies and procedures shall be set forth in Board of Directors' agreements and reaffirmed by all active Directors on an annual basis. "Cause" for removal shall include, but not be limited to, a director's failure to attend three (3) consecutive regular meetings without a valid excuse, engaging in conduct that is detrimental to the Corporation, or violating the Corporation's policies or bylaws. The Director in question shall be given an opportunity to address the Board of Directors before a vote is taken on their removal.

(b)   Any Director may be removed from office by a majority vote of the remaining Voting Directors at any meeting at which notice of removal has been given as hereinafter provided, with or without cause. Any Director proposed to be removed shall be entitled to at least ten (10) days advance written notice, with confirmation of receipt thereof, of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

5.11   PRESIDENT: At all meetings of the Board of Directors, the President or vice president ("Vice President") chosen by the Voting Directors present shall preside.

5.12   COMPENSATION: No Director or officer shall receive compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a Director or officer.

5.13   ADOPTION OF CONFLICT OF INTEREST POLICY: The Corporation's Board of Directors shall adopt and ensure compliance with a conflict of interest and anti-nepotism policy (the "Policy").

ARTICLE 6: OFFICERS

6.1   POSITIONS, ELECTION AND TERM OF OFFICE:

(a)   The officers of the Corporation shall consist of a President, secretary ("Secretary"), treasurer ("Treasurer") and such other officers with such powers and duties not inconsistent with these Bylaws as may be determined by the Voting Directors.

(b)   Officers of the Corporation shall be elected by the Voting Directors.

(c)   Each officer shall, subject to removal, resignation, death, or incapacity, serve for such term, if any, as is specified by the Board of Directors and until his or her successor shall have been elected and qualified.

6.2   VACANCIES: A vacancy in any office shall be filled for the remainder of the term by the Voting Directors at any meeting of the Board of Directors.

6.3   PRESIDENT: Subject to any supervisory power as may be given by the Board of Directors, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and control over the activities and officers of the Corporation. The President shall have the general powers and duties of management usually vested in the office of a president of the Corporation. The President shall have such other powers and duties as may be prescribed by the Board of Directors or these Bylaws.

6.4   SECRETARY: The Secretary shall:

(a) Keep or cause to be kept a book of minutes of all the meetings of members and of the Board of Directors and of the Executive Committee, if any;

(b) Cause all notices to be duly given in accordance with the law and the provisions of the Bylaws;

(c) In general, perform all duties incident to the office of the Secretary.

6.5 TREASURER: The Treasurer shall:

(a) Have charge of and supervision over and be responsible for the funds, securities, negotiable instruments, receipts and disbursements of the Corporation;

(b) Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation in accordance with generally accepted accounting principles;

(c) Render to the President, or the Board of Directors, and to the members, whenever requested, a statement of the financial condition of the Corporation (including the financial interests of its activities) and of all his or her transactions as Treasurer.

(d) In general, perform all duties incident to the office of the Treasurer.

6.6 REMOVAL OF OFFICERS: Any officer may be removed from office by a majority vote of the Voting Directors, at any meeting which notice of removal has been given as hereinafter provided, with or without cause. Any such officer proposed to be removed shall be entitled to at least ten (10) days advance written notice with confirmation of receipt of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting, but even if a Director, shall not be entitled to vote.

6.7 LIMITATION OF OFFICERS: No officer of the Corporation shall incur any obligation or withdraw any funds or transfer any asset except in the ordinary course of his or her duties and subject to the limitations thereon as may be imposed thereon by the Board of Directors. In any event, unless the Board of Directors expressly authorizes no obligation shall be incurred or withdrawal made, or asset transferred except on the signature of the President or Vice President and the signature of the Secretary. At the discretion of the Board of Directors, any officer may be required to post a bond for the faithful discharge of his or her duties in such sum and with surety as the Board of Directors determine, the expense of such bonding to be paid by the Corporation.

ARTICLE 7: COMMITTEES

7.1 APPOINTMENT: The Board of Directors may appoint any committees, for any purposes and duration that it deems necessary subject to applicable law.

ARTICLE 8: AMENDMENTS

The Board of Directors shall have the power to amend or alter the Bylaws by an affirmative vote of a majority of the Voting Directors, at any regular or special meeting called for that purpose.

ARTICLE 9: INDEMNIFICATION

The Corporation shall indemnify to the fullest extent permitted by law its officers, Directors, employees, agents and other representatives against any loss, liability, cost, or expense including attorney's fees in any way arising out of any act or omission taken or omitted in good faith belief that such act or omission was lawful and furtherance of the Corporation's purposes.

ARTICLE 10: DISSOLUTION

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE 11: MISCELLANEOUS

11.1   BANK ACCOUNT: The funds of the Corporation shall be deposited or kept with a bank or trust company selected by the Board of Directors.

11.2   ACCOUNTING YEAR: The ending date of the accounting year of the Corporation shall be the 30th of June, or such other date as the Board of Directors shall determine.

11.3   USE OF CORPORATION NAME: No Director of this Corporation shall use the name of the organization for the endorsement or sponsorship of any individual or any issue, event, or organization without the express approval of the Board of Directors.

11.4   PREEMPTION CLAUSE: In the event there is any contradiction between these Bylaws and the applicable laws of any state or the applicable laws of the federal government, the applicable laws of that state or of the federal government shall preempt these Bylaws.

Article I

Purpose

The purpose of the conflict-of-interest policy is to protect the interests of Unbound Academic Institute (AR) Inc., an Arkansas nonprofit corporation (the "Organization"), when it contemplates entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. **Interested Person**

   Any director, principal officer, or member of a committee with governing board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

   A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

   a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.

   b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement.

   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

   d. Compensation includes direct and indirect remuneration as well as gifts or favors that aren't insubstantial. A financial interest isn't necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest

only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. **Duty to Disclose**

   In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**

   After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

   a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

   b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

   c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

   d. If a more advantageous transaction or arrangement isn't reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflict of Interest Policy**

   a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

   b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

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

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

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation directly or indirectly from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation directly or indirectly from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation directly or indirectly from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

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

a. Has received a copy of the conflict-of-interest policy.

b. Has read and understands the policy.

c. Has agreed to comply with the policy.

d. Understands the Organization is charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and doesn't engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and don't result in inurement, impermissible private benefit, or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Date of this notice: 06-10-2024

Employer Identification Number:
99-3426920

Form: SS-4

Number of this notice: CP 575 E

UNBOUND ACADEMIC INSTITUTE AR INC
6834 CANTRELL RD NO 2480
LITTLE ROCK, AR 72207

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

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

            WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

        Thank you for applying for an Employer Identification Number (EIN). We assigned
you EIN 99-3426920. This EIN will identify your entity, accounts, tax returns, tax
returns, and documents, even if you have no employees. Please keep this notice in your
permanent records.

        Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575
notices when another person has stolen their identity and are operating using their
information. If you did **not** apply for this EIN, please contact us at the phone number
or address listed on the top of this notice.

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

        When you submitted your application for an EIN, you checked the box indicating
you are a non-profit organization. Assigning an EIN does not grant tax-exempt status
to non-profit organizations. Publication 557, Tax-Exempt Status for Your
organization, has details on the application process, as well as information on
returns you may need to file. To apply for recognition of tax-exempt status,
organizations must complete an application on one of the following forms: Form 1023,
Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue
Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section
501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under
Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section
501(c)(4) of the Internal Revenue Code.

        Nearly all organizations claiming tax-exempt status must file a Form 990-series
annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N)
beginning with the year they legally form, even if they have not yet applied for or
received recognition of tax-exempt status.

        If you become tax-exempt, you will lose tax-exempt status if you fail to file a
required return or notice for three consecutive years, unless a filing exception applies
to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start
calculating this three-year period from the tax year we assigned the EIN to you. If that
first tax year isn't a full twelve months, you're still responsible for submitting a
return for that year. If you didn't legally form in the same tax year in which you
obtained your EIN, contact us at the phone number or address listed at the top of this
letter. For the most current information on your filing requirements and other important
information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

*   Keep a copy of this notice in your permanent records. This notice is issued only
    one time and the IRS will not be able to generate a duplicate copy for you. You
    may give a copy of this document to anyone asking for proof of your EIN.

*   Use this EIN and your name exactly as they appear at the top of this notice on all
    your federal tax forms.

*   Refer to this EIN on your tax-related correspondence and documents.

*   Provide future officers of your organization with a copy of this notice.

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

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer
Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by
visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM
(800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or
address listed at the top of this notice. If you write, please tear off the stub at
the bottom of this notice and include it with your letter.

Thank you for your cooperation.

                        Keep this part for your records.   CP 575 E (Rev. 7-2007)

      Return this part with any correspondence
      so we may identify your account. Please   CP 575 E
      correct any errors in your name or address.
                                                                        9999999999

      Your Telephone Number Best Time to Call DATE OF THIS NOTICE: 06-10-2024
      (   )   -   EMPLOYER IDENTIFICATION NUMBER: 99-3426920
      _____ _____   FORM: SS-4   NOBOD

      INTERNAL REVENUE SERVICE   UNBOUND ACADEMIC INSTITUTE AR INC
      CINCINNATI OH 45999-0023   6834 CANTRELL RD NO 2480
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