



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application for

Future School of Fort Smith

****FINAL APPLICATION SUBMITTED 12/7/20****



Department of Elementary and Secondary Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

Charter Information

Name of Charter:	Future School of Fort Smith
LEA Number:	6640700
Authorization Date:	October 14, 2015
Expiration Date:	June 30, 2021
Enrollment Cap:	450
Grades Served:	9-12
Superintendent/Director:	Boyd Logan
Charter Mailing Address:	622 North 7th Street Fort Smith, AR 72901
Charter Physical Address:	622 North 7th Street Fort Smith, AR 72901
Sponsoring Entity:	Future School of Fort Smith
Charter Management Organization:	NA
Contact for Application:	Trish Flanagan
Contact Email:	trish@fsfuture.org
Contact Phone:	314- 873-3162

School Campuses

School Name	LEA Number	City	Grades Served
Future School of Fort Smith	6640703	Fort Smith	9-12

Number of Years Requested for Renewal (1-20): 5

Section 1: Charter Data

Current Accreditation Status: Accredited

Level of Support: General

District Enrollment (3 Quarter ADM)

2016-17	2017-18	2018-19	2019-20
66.44	146.31	219.11	216.07

Graduation Rates

	2016-17	2017-18	2018-19	2019-20
4 Year	N/A	N/A	N/A	-
5 Year	N/A	N/A	N/A	-

Overall ESSA School Index and Letter Grades

School	Grades	2016-17	2017-18	2018-19
Future School of Fort Smith	9-12	71.33 – B State Avg = 67.43	53.23 – D State Avg = 66.28	60.23 – D State Avg = 66.48

Section 2: Charter Mission Statement

Previous mission statement:

Future School of Fort Smith envisions a global community where all young adults demonstrate limitless self-actualization as innovative and compassionate 21st century leaders. Our mission is to embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning; graduating with three years of real-world work, volunteer and collegiate experience.

If the mission statement for the charter will change, please provide the new mission:

Future School of Fort Smith (Future School) relentlessly empowers every student to shape their future and community through engaging them in high quality, professional educational experiences. We are the only public school in Arkansas to provide personalized, comprehensive advising coupled with professional internships and tuition-free college experience for every student.

What type of educational model does the school follow?

- | | |
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| <input type="checkbox"/> Alternative Learning Environment | <input type="checkbox"/> Credit Recovery |
| <input type="checkbox"/> Adult Learning Center | <input type="checkbox"/> Traditional |
| <input type="checkbox"/> Agricultural Studies School | <input type="checkbox"/> Virtual Only |
| <input type="checkbox"/> College Prep | |
| <input checked="" type="checkbox"/> Other Focus Area: Internships & Advising | |

Section 3: Current Goals

MATH DATA		
Goal 1	Metric	Evaluation
<p>Meet or exceed the state average performance in Mathematics</p>	<p>State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th</p>	<p>Math has been a challenging area to increase student performance. Though we have not met or exceeded the state average yet, we did come close in year 1 and have seen growth between years 2 and 3.</p> <p>In 2016-2017, our first class of students was far more academically prepared than our second class. In our first year, 90% of our 10th grade students were on time with credits, only 10% had lost any credit. Our second year, our demographics shifted drastically with 50% of 10th graders having already lost a credit and struggling academically. Our team was challenged by this and after evaluating our performance, we implemented the following interventions which have already begun to yield improvements demonstrated by the growth from year 2 to 3.</p> <p>Upon identifying the need to support math readiness preparation, we implemented Ascend Math as an intervention platform as a cost effective measure recommended by an interventionist from our coop. We found this to be lacking the results we anticipated because students largely found the program to be unengaging.</p> <p>To address this year, we are implementing STAR Math, as that has been recommended by other districts as a more effective math remediation platform, and our interventionist believes that it will be more successful.</p> <p>In response to our continued math deficiencies, our entire math department and instructional coach are participating in the AR MathQuest, “a two-year, state-initiated professional development opportunity for exemplary teaching and learning based on NCTM’s Mathematics Teaching Practices and the Standards for Mathematical Practice.” Additionally, we are contracting with APSRC this year for professional</p>

		development on Tier 1 math instruction using the Illustrative Math model.
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*Insert graph or data table below reflecting the progress toward the goal over the last five years.

2016-2017		2017-2018		2018-2019	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
23.21	26.2	10.94	28.97	18.67	28.89

Goal 2	Metric	Evaluation
Meet or exceed the state average performance in English Language Arts	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	<p>We have met our goals for ELA by exceeding the state average in years 1 and 3.</p> <p>To continuously improve performance, we have implemented the following interventions which have already begun to yield improvements demonstrated by the growth from year 2 to 3. Students were initially screened a week into school. A certain number of students were placed into literacy intervention sections as a result of this screening. Other students have worked in the Reading Plus program mainly within their Social Studies classes, Advisory and ELA classes. Our secondary benchmark, administered on December 2nd of last year shows progress to this point. Average student scores increased nearly one grade level. In addition, our critical reading director completed Critical Reading training and will be offering this instruction with students next year.</p>

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

ELA DATA					
2016-2017		2017-2018		2018-2019	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
78.57	52.44	29.69	43.58	44	41.51

Goal 3	Metric	Evaluation
Meet or exceed the state average performance in Science	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	We have met our goals for Science by exceeding the state average in years 1 and 3. We have implemented explicit reading instruction strategies for the science classroom to assist students in better understanding scientific and technical reading.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

SCIENCE DATA					
2016-2017		2017-2018		2018-2019	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
50.88	35.11	15.63	33.29	33.33	32.84

Goal 4	Metric	Evaluation
College & Work Readiness - 80% of students demonstrate 5% growth each year	Council for Financial Aid to Education's- College and Work Readiness Assessment	<p>We have reached significant milestones in our first few years (See Appendix I). During our first year, upon launching our internship/advising program (career readiness), we realized our original metric, Council for Financial Aid to Education's- College and Work Readiness Assessment, would not most accurately evaluate student progress. With students in internships and college classes, we realized a student portfolio, such as Naviance and self-evaluations through semester exhibitions and upon graduation, would more accurately reflect personalized career readiness achievement. We prepared to submit an amendment request in December 2017 in order to enhance our evaluation and data collection system through a comprehensive student portfolio for each student, now required by the state. However, we were advised to postpone our request until the revisions of the charter agreements with the ADE were finalized. Though we never proceeded with an amendment request for our evaluation system, we were able to track the following progress:</p> <ul style="list-style-type: none"> ● Senior exit surveys (2019) ● Post-graduation impact (See Appendix II) ● Internship program outcomes <ul style="list-style-type: none"> ○ 200 internship partners ○ 350 hours of internship experience/student ● Digital portfolio for every student

		Starting in fall 2020, we are utilizing Naviance to evaluate career readiness through items such as resume, references, and the WorkKeys assessment. Naviance provides a proven, turn key platform that allows us to collect and analyze our students' college and career readiness.
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*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Goal 5	Metric	Evaluation
Graduation - Meet or exceed local district performance	Calculation of Future School Graduation Rate by the ADE on the District Report Card	Currently, we only have one year of reported graduation data as listed below.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

GRADUATION DATA					
2016-2017		2017-2018		2018-2019	
Future School	Arkansas	Future School	Arkansas	Future School	Arkansas
NA		NA		91.36	87.6

Goal 6	Metric	Evaluation
100% of students apply to college or post-secondary career training	Student Portfolios	As explained in our career readiness goal, we had intended requesting an amendment for this goal. We plan to utilize the Naviance system to track progress in the future.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Goal 7	Metric	Evaluation
90% of parents attend a school sponsored event	Advisory Council Community Engagement Report	Throughout the last four years, over 90% of parents participated in mandatory Learning Team meetings with their student and advisor. In addition, prior to Covid-19, parents attended "gallery night" each semester to see student work. Since Covid-19, student exhibitions and Learning Team Meetings have also taken place virtually instead of face-to-face. Learning Team Meetings and parental feedback from Learning Team Meetings are now being tracked in Naviance via the survey tool. This will

		<p>allow us to more effectively ensure equity and accountability around our parental involvement goals.</p> <p>In 2018-2019, the Advisory Council was absorbed by our Parent Teacher Association. The metric for school-sponsored events was, instead, tracked within Student Success Plans where advisors recorded learning team meetings with parents.</p>
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PARENT/GUARDIAN ATTENDANCE				
	2016-2017	2017-2018	2018-2019	2019-2020
Missed	7	12	19	31
Total	73	146	217	219
Percent Complete	90.41	91.78	91.24	85.84

Section 4: New Goals

Select performance goals for the period of time requested for renewal that are related to the specific mission of the charter.

SMART Goals
ADVISORY - Future School will offer advisory to all students as part of their academic schedule with 85% attendance documented as evidenced by eSchool data, 90% attendance by Staff for advisory for advisors team meetings, and student quarterly survey data with evidence of an overall satisfaction rating of 80%.
INTERNSHIP - 90% of Future School students in grades 10-12 will have had at least one Learning Through Interest (LTI) experience per year and complete an exhibition based on their interest, internship site, community, or school need. The Learning Through Interest experiences can be an internship, WATC class, or a passion project designed by the student.
RESTORATIVE PRACTICES - 100% of Tier 2, 3, and 4 discipline infractions will be referred to the Restorative Practice facilitator who will train and support the peer council review of the infractions generating recommendations for actions resulting in a 3% reduction of disciplinary infractions of Tier 2, 3, or 4 incidents each semester.
GRADUATION RATE - Future School will track graduation rates annually and increase by 3% each year until they meet or exceed the state average.

Section 5: Waivers

Waiver #1	Statute/Standard/Rule	Rescind or Continue Waiver
Alternative Learning Environment	A.C.A. § 6-18-503(a)(1)(C)(i) A.C.A. § 6-48-101 et seq. DESE Rules Governing Student Special Needs Funding: Section 4	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Applicant requests a waiver of Ark. Code Ann. § 6-15-1005(b)(5) and Standard 2-I.1 of the DESE rules governing the standards for accreditation and modifies its waiver request of Ark. Code Ann. § 6-48-101 et seq to Ark. Code Ann. § 6-48-102 and 103 only.</p> <p>Our personalized, real world curriculum and education model effectively offer opportunities for advanced enrichment and support to students requiring such accommodations and learning interventions. This waiver has allowed us to create heterogeneous advisory and course groupings that emphasize the diversity of our student body and harness its strengths. It allows the school to more effectively teach real-world “soft” skills such as team-building, leadership, and problem solving by not placing students into specifically tracked programs. Concurrent class offerings, internships and online advanced placement offerings are provided for advanced students while students in need of additional support have their needs assessed and resources brought to bear by their advisor as well as the school counselor who add them to their student success plan. This plan is reviewed and revised at Learning Team Meetings twice yearly, consisting of the advisor, student, and guardian.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
School Calendar	Standard 1-A.4.2 A.C.A §§ 6-16-102	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Future School students engage in off-campus internships one day a week as part of their Learning Through Internships program. This experience is linked to their advisory class, but they are not engaged in planned instructional time on this day. Students being off campus and no classes occurring at this time also allows our advisors to visit the internship sites while students are there to meet with the internship site mentor as well as the student to discuss student learning and internship projects. These visits are essential to the individualized learning plan of the student because it allows the advisor to create connections between the internship experience and the learning occurring at the school. These connections manifest in the student exhibitions each semester. While Future School sets the required internship time at 6 hours on Wednesdays, there are exceptions to those 6 hours as mandated by the constraints of the internship site or mentor, thus we feel that this waiver is required in order to avoid such exceptions pulling us out of compliance.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Licensure and Ratio	Standards 4-F.1 and 4-F.2 A.C.A §§ 6-25-103 A.C.A §§ 6-25-104	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.

In Future School, we utilize online libraries, such as OverDrive or online check-out from local libraries to eReader programs on the student's classroom-ready device. Future School has also partnered with local public libraries and bookstores for student internship opportunities and programmatic partnerships to serve our students and engage them in literacy. In addition, since the advisor plays a critical role in the creation of an individualized learning plan for the student, classroom libraries within the advisors room have been emphasized over a centralized library. This allows the advisor to cater the library to the individual interests of the students. Future School has currently purchased 50 eReader tablets for students in addition to the Chromebooks that each student receives. The curriculum coach is currently serving as the literacy specialist and overseeing the implementation of these programs.

If the waiver is continued, will the service be provided in an alternate way?

Waiver #4	Statute/Standard/Rule	Rescind or Continue Waiver
Superintendent Licensure	Standards 4-B.1 and 4-B.2 A.C.A. § 6-13-109 A.C.A. § 6-17-427 DESE Rules Governing Superintendent Mentoring	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Future School employs a director, who serves as the Superintendent as well as fulfilling many of the roles of the Principal. This allows Future School to use its human resources best to enact the programmatic model. Since many superintendent mentors are from traditional districts, and these mentors' experiences and expertise do not necessarily align with the director of a charter school, Future School has sought more aligned partnerships for mentoring. The superintendent participates in the Charter Leadership Board with APSRC and seeks mentoring and counsel with APSRC from their experts as well as from other charter leaders in the network.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #5	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	Standard 4-D.1 A.C.A. § 6-15-1004 A.C.A. § 6-17-301 A.C.A. § 6-17-401 A.C.A. § 6-17-919	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.

Applicant would like to amend request to waive all of the DESE Rules Governing Educator Licensure and request only a waiver of Section 7. Applicant requests waivers of Ark. Code Ann. § 6-17-309 and § 6-17-902.

Future school has worked to ensure that all full-time teachers are Highly Qualified Teachers and on a Professional Growth Plan with achieving licensure as a goal. With this waiver, we have been able to employ three former college professors, one with a PhD, as advisors who were attracted to our mission but would have been discouraged by traditional licensure requirements. In addition, due to our small size, we make use of adjunct instructors to teach many of our elective offerings. These adjunct instructors have other careers, often within the subject area they're teaching, and are not interested in pursuing a teaching license at this point in time. This employment of "real world" experts in their subject area is part of the Future School model and emphasizes our prioritization of real world learning.

Future School will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment. In addition, full time instructors are expected to enter into a path to professional licensure.

If the waiver is continued, will the service be provided in an alternate way?

No.

Waiver #6	Statute/Standard/Rule	Rescind or Continue Waiver
Guidance Program and Counselor Licensure	Standard 2-C.2, 4-E.1 and 4-E.2 DESE Rules Governing Public School Student Services: Section 3.01.1	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.

Future School has created and implemented an approved Comprehensive School Counseling Plan overseen by our current licensed school counselor. As part of this, we request a waiver of waiver of Ark. Code Ann. § 6-18-2003(a)(2)(a) governing counselor licensure. Future School's advisory model uses a "distributed counseling" approach to college and career counseling as well as implementation of social-emotional learning. This allows each advisor, who are also subject-area instructors, to maintain a "load" of between 15-20 students, which is much smaller than traditional counseling loads of 350 students. These teachers provide many of the services that a licensed school counselor would traditionally provide, especially around areas of college and career counseling. Advisors receive instruction from Big Picture Learning as well as our licensed counselor to implement our comprehensive school counseling plan and have an advisory period daily to do so. This reduced student load has allowed advisors to truly understand the individual situation and needs of the student and family to better serve them. The licensed counselor on staff is able to oversee the comprehensive school counseling plan and ensure that it's being met with fidelity. In addition, we contract with outside therapeutic counseling services to provide more intensive social and emotional supports for students.

If the waiver is continued, will the service be provided in an alternate way?

No.

Waiver #7	Statute/Standard/Rule	Rescind or Continue Waiver
Discipline and School Safety	Standards 6-A.2 A.C.A. § 6-18-501 et seq. DESE Rules Governing Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Ark. Code Ann. § 6-18-501 Standards 6-A.2.</p> <p>Future School has implemented Restorative Practices as our discipline model by utilizing this waiver. We appointed a restorative practices coach and have formed a restorative practices advisory board that consists of students, administrators, advisors and our restorative practices coach. Multiple staff members have participated in trainings, including two attending an institute in Chicago. We have also held trainings to surrounding districts, the community, and community organizations on the use of Restorative Practices and the creation of a restorative community. Anti-bullying curriculum is integrated into the advisory program, and we are adopting a research-based social emotional learning program, "Love in a Big World," which has proven success in other schools who are similar to our model.</p> <p>We place an emphasis on not suspending or expelling students, instead focusing on restoring them into the community when discipline issues have arisen. By waiving these standards, we are able to re-envision the relationships between school and student, reducing antagonism and creating an environment of collaboration and growth. In the rare event that a student might be expelled from Future School the student will be provided due process and a fair hearing by the school board.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No.		

Waiver #8	Statute/Standard/Rule	Rescind or Continue Waiver
Board of Directors	A.C.A. § 6-13-608 A.C.A. § 6-13-613 A.C.A. § 6-13-616 A.C.A. § 6-13-619(a)(1) A.C.A. § 6-13-619(c) A.C.A. § 6-13-619(d) A.C.A. § 6-13-621 A.C.A. § 6-13-630 A.C.A. § 6-13-631 A.C.A. § 6-13-634 A.C.A. § 6-13-635 A.C.A. § 6-14-101 et seq.	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Applicant requests a waiver of Ark. Code Ann. §§ 6-13-611 and 612(c) Applicant also requests a waiver of Ark. Code Ann. § 6-13-615.</p> <p>Future School used the waivers of these sections to have the flexibility to form a governing body unique to its situation. Future School has built a broad board, drawing on members of the community to serve on the board. These board members have been able to make connections for our internship program and provide guidance to the school in how to better develop the community's workforce of the future.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No.		

Waiver #9	Statute/Standard/Rule	Rescind or Continue Waiver
Class Size and Teaching Load	Standard 1-A.5 A.C.A. § 6-17-812 DESE Rules Governing Class Size and Teaching Load	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Future School aims to keep class sizes and teacher loads within the limits of the rules. That being said, Future School is a growing school with highly variable and sometimes unpredictable enrollment until it reaches its capacity. As such, there may be times when the waiver is necessary in order to meet these fluctuations in enrollment. This has allowed us to remain fiscally responsible as we grow and scale our school. In addition, we have committed to focusing on low student to teacher ratios in Advisory, since that is the primary point of service for our model. By prioritizing student-teacher ratios in advisory, we have been able to more effectively manage internships and student supports.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No.		

Waiver #10	Statute/Standard/Rule	Rescind or Continue Waiver
Gifted and Talented	Standard 2-G.1 A.C.A. § 6-20-2208(c)(6) A.C.A. § 6-42-109 DESE Rules Governing Gifted and Talented Program Approval Standards	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>We believe an environment that is appropriately student-centered, engaging, and rigorous, is best for all students. At Future School, each child is given the opportunity to develop his or her own gifts and talents. Future School wishes to amend this waiver, requesting a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, Section 18 of the ADE Standards for Accreditation and Section 4 of the Special Needs Funding Rules. Our personalized, real world curriculum and education model effectively offer opportunities for advanced enrichment and support to students requiring such accommodations and learning interventions.</p> <p>This waiver has allowed us to create heterogeneous advisory and course groupings that emphasize the diversity of our student body and harness its strengths. It allows the school to more effectively teach real-world “soft” skills such as team-building, leadership, and problem solving by not placing students into specifically tracked programs.</p> <p>Concurrent class offerings, internships and online advanced placement offerings are provided for advanced students while students in need of additional support have their needs assessed and resources brought to bear by their advisor as well as the school counselor who add them to their student success plan. This plan is reviewed and revised at Learning Team Meetings twice yearly, consisting of the advisor, student, and guardian.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No.		

Waiver #11	Statute/Standard/Rule	Rescind or Continue Waiver
Principal Licensure	Standards 4-C.2 A.C.A. § 6-17-302(a)	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>This waiver has allowed us to hire non-traditional people into the role of principal. Our current principal returned to education after serving as the development director of a local hospital as well as a Registered Nurse. Our previous principal was a National Board Certified Teacher and in process of earning a license. This waiver allows us to focus on hiring the best person for the job in our model, regardless of what their current accreditation status might be. Since our school emphasizes real world learning through internships and community connections, having someone with experience outside of education can often be beneficial and lead to innovation in our model.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #12	Statute/Standard/Rule	Rescind or Continue Waiver
Personnel Policies	A.C.A. § 6-17-201 A.C.A. § 6-17-203-205 A.C.A. § 6-17-1501 et seq. A.C.A. § 6-17-1701 et seq. A.C.A. § 6-17-2301 et seq. A.C.A. § 6-17-2403 DESE Rules Governing Documents Posted to District and Educational Service Cooperative Websites. Sections 5.01.4 and 6.01	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.

We have developed human resources policies and procedures that are best suited to serve our unique programmatic model, including, but not limited to the following: terms and conditions of employment; salary schedule; fringe benefits; and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments. These policies originated with APSRC as a batch of “best practices” around school policies. They are reviewed by the School Improvement Task Force annually and any recommended changes are brought to the school board for approval. Staff onboarding and annual training consists of reviewing and clarifying personnel policies.

The salary schedule consists of a range of starting salaries based on starting salaries of surrounding districts. Due to our fluctuating enrollment and funding, we cannot commit to a yearly step increase as most traditional districts do. Instead, we have focused on bonuses when we are able and raises as we feel our finances can support the increased cost. We do offer raises to teachers who obtain their licensure or increase their expertise by attaining additional degrees or licensure areas.

Due to our small size and unique model, we make every effort to retain teachers who prove effective within our model, including intensive training and individual coaching for teachers who are struggling to drive student achievement. If, despite the team’s best efforts, an employee is not driving student achievement within our model, our waiver from fair dismissal allows us to change relatively quickly to meet the needs of the student body.

If the waiver is continued, will the service be provided in an alternate way?

No

Waiver #13	Statute/Standard/Rule	Rescind or Continue Waiver
Salaries	A.C.A. § 6-17-807 A.C.A. § 6-17-902 A.C.A. § 6-17-2201 et seq.	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>We have created a compensation system that allows us to adequately compensate our staff and offer competitive salaries. Due to our ability to customize our salary structure, we have been able to hire and retain highly qualified staff including 3 university professors while at the same time promoting advancement amongst our teachers into school leadership education.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #14	Statute/Standard/Rule	Rescind or Continue Waiver
English Language Arts	Standard 1-A.1.3.1	<input checked="" type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
This waiver was to allow us to Oral Communications within either our Advisory or English course. We are no longer making use of it.		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #15	Statute/Standard/Rule	Rescind or Continue Waiver
Health Services	Standard 2-E.1 A.C.A. § 6-18-706	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.

Future School currently has an RN on staff, who is also our principal. Obviously, she is not able to handle all of the day to day nursing and reporting duties associated with that role, so she has trained the front office staff when applicable. In addition, we contract with outside agencies to provide screenings, assessments, and other nursing and medical services that are beyond the scope of our staff to handle. In the past, we have contracted with an outside RN to provide these services, having her on campus several hours a week as required. The situation changes from time to time, but we manage to maintain student health services by being flexible and innovative. This waiver allows us that flexibility and innovation. In the past, we had an IEP student with a seizure disorder who had an electronic device that would be used on him when he experienced a seizure. His teachers were trained on this device by the parent and a nurse, and the devices were placed in all rooms that the student traveled to. We were able to meet this student's needs and get him to graduation successfully. Other students may need to take medicine for their 504 plans. Our nurse/principal keeps these locked away and oversees dispensing them as part of our routine. We utilize front office staff to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. We contract with nurses to assist as needed. Through this innovation, we have developed partnerships with local clinics and hospitals to provide medical services for students and families as well as internship placements.

If the waiver is continued, will the service be provided in an alternate way?

No

Waiver #16	Statute/Standard/Rule	Rescind or Continue Waiver
Business Manager	A.C.A. § 6-15-2302 DESE Rules Governing Minimum Qualifications for General Business Managers	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>We contract with a qualified general business manager who has been able to address the specific needs of our school. With the scarcity of reliable financial advisors available to charter schools, we have found that this flexibility has allowed us to recruit a high quality business manager who provides excellence service and helps us maintain an excellent fiscal management and reporting system. Our current onsite office manager is undergoing CASBO training, but her continued employment is not guaranteed, so we need this waiver to allow us the flexibility to meet our needs, whether that be through an internal, certified business manager or contracting externally with one.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #17	Statute/Standard/Rule	Rescind or Continue Waiver
Flag Display	A.C.A. § 6-16-105 A.C.A. § 6-16-106	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
We display the flag of the United States in our gymnasium where we hold all-school town halls. This allows us to utilize the flag in ceremonies and events more regularly with our entire student body.		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #18	Statute/Standard/Rule	Rescind or Continue Waiver
Duty-Free Lunch Period	A.C.A. § 6-17-111	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>We are very sensitive to the needs of our dedicated team and make every effort to provide a duty free lunch to all teachers. To provide tutoring, social-emotional or other support for students, there are times when we need to ask this of our team. In these cases, we uphold a flexible approach to supporting our staff and work with them to provide time for personal needs as needed. Our supportive and flexible approach has allowed us to retain a high percentage of our team.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #19	Statute/Standard/Rule	Rescind or Continue Waiver
Daily Planning Period	A.C.A. § 6-17-114	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Future School's unique schedule requires flexibility to adapt teacher schedules to match the internship requirements and adjusted instructional time. Teachers actually have increased planning time during a week at Future School where we emphasize the importance of preparation and planning.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #20	Statute/Standard/Rule	Rescind or Continue Waiver
Non-Instructional Duties	A.C.A. § 6-17-117	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver

Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.

Our small staff works together to accomplish goals that extend beyond the classroom in order to support students. team during certain hours in order to cover all needed duties. By promoting the expansion of leadership opportunities and responsibilities beyond instructional duties, our staff have engaged in more innovative opportunities to support students and in their own professional development. For example, a group of 8 teachers voluntarily signed up for an online strategic planning course with the Harvard school of education this semester as they see themselves invested in our school as leaders and innovators.

We attempt to ensure that teachers are not overburdened with non-instructional duties and work on duty schedules as necessary to make sure that these are spread out equitably. We work to give teachers adequate planning time and supports from administration. Due to the nature of COVID and teachers needing additional time to work with virtual students, we've hired additional personnel to relieve teachers throughout the day and watch their students who are on campus, so they can take a break or work with virtual students. We also use non-instructional staff for this role whenever possible and have created a support team to provide support for teachers as needed in the form of additional resources, watching of classes or interventions for students and families.

A standard teacher would teacher three out of four periods on a given day as well as have an advisory period. This would allow a 90 minute period for planning daily. Of that, some of the planning may need to be collaborative planning within their PLC or grade-level team. The teacher might have lunch duty a maximum of once a week. In addition, teachers are off campus on Wednesday mornings, visiting internship sites for their advisees, then they return to campus on Wednesday afternoon for staffing of students, professional development, and collaborative work within their Professional Learning Communities.

We work to make sure that teachers are not overburdened, but we also are a small, flexible school. As such, we often need to have an "all hands on deck" mentality at times. As we've grown and built capacity, these times have become less and less frequent, but we do still need the flexibility afforded by these waivers to meet the needs of our students.

If the waiver is continued, will the service be provided in an alternate way?

No

Waiver #21	Statute/Standard/Rule	Rescind or Continue Waiver
Transportation	A.C.A. § 6-19-101 et seq.	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Our school community has demonstrated creativity and resourcefulness in providing transportation for our students which has enhanced student learning in a few ways. First, we have developed community partnerships with a local bank who has supplied us with 2 new shuttles to transport students to internships and events. As well, we developed a partnership with the local department of transportation to provide free bus passes for students allowing them to get to internships as well as other travel within our community. We're also developing internship opportunities for students with our transportation partners.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Provide information on new waivers that are being requested.

Waiver Topic	Statutes/Standards/Rules	Rationale

Section 7: Amendment Requests

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, addition of campus)

	Topic	Rationale
1		
2		
3		
4		
5		

Section 8: Desegregation Analysis

*Required for Amendment Requests Only

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

Section 9: Disclosures

Provide the names and contact information for each board member and administrator.

List Board Members and Administrators Name, Contact and Title	Provide any Relationship to Another Board Member or Administrator
Crystal Lougin, cy19612@yahoo.com , President	
Jason Green, jason.green@baldor.abb.com , Vice President / Secretary	
Brandon Cox, bcox@propak.com , Treasurer	Brandon is an employee of Propak, which is owned by Steve Clark.
Steve Clark, sclark@propak.com ,	
Jackie Flake, jflake1@me.com ,	
Boyd Logan, boyd@fsfuture.org Director/Superintendent	
Allison Montiel, amontiel@fsfuture.org Principal	

Appendices I & II

Appendix I: 5 Year Milestones



2020 Milestones

- ❖ *Founded in 2016 as the 1st & only public high school in Arkansas to provide the following to every student.*
 - ❖ Personalized & comprehensive advising from day one to graduation
 - ❖ 3+ professional internships based on student interest
 - ❖ Tuition free college experience
- ❖ *1st Graduating Class*
 - ❖ Graduated first class of 80 students in 2019
 - ❖ Average of 13 college credits per student at no cost; 3 earned associates degrees
 - ❖ Average of 300+ professional internship hours per student
- ❖ *Building Community Capacity*
 - ❖ Tripled enrollment in less than 3 years
 - ❖ Serve diverse students; 70% low income, 60% minority
 - ❖ Secured over 130 internship sites in Fort Smith
 - ❖ 75% of advisors (teachers) are licensed or earning licensure from the ADE
- ❖ *Financial Sustainability*
 - ❖ Per student spending (\$9,500) less than state average
 - ❖ Secured \$6 MM in philanthropic investments since opening
 - ❖ Secured \$5.8MM to fund a 9th grade facility expansion
 - ❖ Operationally sustainable in year 5

Appendix II: Post Graduation Statistics

Future School Post-Graduation Success		
	2019	2020
Full-time/Part-time College	64%	20%
Post-Secondary Training	8%	10%
Gap Year/Unemployed	3%	6%
Military	5%	26%
Employment	14%	24%
Internship-Related Employment	6%	14%
Participation Rate	81%	70%