



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2020 Open-Enrollment Public Charter School Application

Submission Deadline: Monday, June 1, 2020 at 5:00 p.m.
Applications will not be accepted after this time.



Diamond Cut Performing Arts Academy

Name of the Proposed Charter

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

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

Name of Primary Contact for the Application	Dr. Anthony D. Bland
Address	4804 Timberland Drive
City, Zip	Little Rock, 72204
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General Information

Name of Proposed Charter School: Diamond Cut Performing Arts Academy

Grade Level(s) for the School: 7-12

Student Enrollment Cap: 1500

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades to be Offered at the Charter	7-12	7-12	7-12	7-12	7-12
Enrollment Cap at the Charter	1500	1500	1500	1500	1500

Name of Sponsoring Entity: Doctor Anthony Dwayne Bland Foundation, Incorporated

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Accreditation Status

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

- A public institution of higher education
- A private nonsectarian institution of higher education;
- Governmental entity; or
- An organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal

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

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Charter Site Address	600 Colonel Glenn Plaza Loop
City	Little Rock
Zip	72210
Date of Proposed Opening	08/2021
Chief Operating Officer	Dr. Anthony D. Bland
Title	Executive Director
Phone	5012400048
School district where charter will be located	Little Rock School District
Population of District	25,685
List the district from which the charter school expects to draw students	Little Rock School District, Pulaski County Special School District, North Little Rock School District, and Jacksonville School District

1. Describe the geographical area to be served by the charter.

Diamond Cut Performing Arts Academy will be located within the city limits of Little Rock, Arkansas, in Pulaski County. The focus of the campus will be to reach students in the community through the Performing Arts. The effect on enrollment for surrounding school districts will be minimal as Diamond Cut Performing Arts Academy will primarily be composed of students pursuing a specific performing art. However, as an open-enrollment public charter school, any eligible student from the community who decides to enroll at Diamond Cut Performing Arts Academy may do so. It is expected that at capacity, approximately 200 students will come from Little Rock School District. We may also draw students residing within the boundaries of the following contiguous school districts; North Little Rock School District, Jacksonville-North Pulaski School District, Pulaski County Special School District, Bryant School District, and Benton School District. In the first year, approximately 100 students are anticipated to come from the Little Rock School District and approximately 100 students from each of the other contiguous school districts.

2. Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Identify any family or financial relationship which may exist between the individual and:

- (A) Any other individual specifically identified by name in Section A of the application;**
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or**
- (C) The owner(s) of the facilities to be used.**

Note: For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she (1) receives compensation or benefits directly or indirectly from the entity or individual; (2) is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or (3) has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

3. For every individual identified above, identify any family or financial relationship which may exist between that individual or entity if he or she:
- a. Receives compensation or benefits directly or indirectly from the entity or individual;
 - b. Is an officer, director, partner, employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC; and/or
 - c. Has a family member (spouse, sibling, parent, child or the spouse employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC.

N/A

4. Provide the mission statement of the proposed school.

The mission of Diamond Cut Performing Arts Academy Open-Enrollment Public Charter School is to ensure continuity and innovation in academics and in the performing arts through the creation, performance, and appreciation of exceptional academic and artistic works that will create certitude, and enrich the lives of students academically and their lifelong ambitions.

5. Explain how the mission statement was developed.

The development of the mission statement was achieved through the collaborate efforts of various stakeholders including Dr Anthony D. Bland Foundation, Inc., Diamond Cut Performing Arts Academy Board Members, parents, staff and community members. The focus of the Dr. Anthony D. Bland Foundation, Inc. mission statement and more specifically the Diamond Cut Performing Arts Academy mission is to educate students in an environment of independent and guided learning that provides a certitude through artistic and educational options for today's youth. This mission statement will be molded and refined to continually reflect the vision and goals to educate students. The mission statement will be reviewed at least once a year by the board and educational leaders to keep it accurate and relevant. This continual process will allow us to mold a mission statement that is reflective of both Dr. Anthony D. Bland Foundation, Inc. and Diamond Cut Performing Arts Academy.

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

The key programmatic features that the school will implement in order to accomplish the mission are Music, Dance, Theatre, Fine Arts, and Drama. The school will also offer all core courses required by Arkansas State Law. As students grow in skill, they will advance from beginner, to intermediate, to advance in the various performing arts programs. The Diamond Cut Performing Arts Academy model brings the portion of our mission statement "Provides CERTITUDE to students" alive. Personalized

learning is at the forefront of this school and begins with the personalized plan established the moment students walk through the door. With protocols in place such as goal setting, individualized learning plans, extended day services and exposure to college campuses, Diamond Cut Performing Arts Academy is committed to assisting students in accomplishing not only their goals but their dreams. Diamond Cut Performing Arts Academy will strive to employ committed adults that approach their job with passion and work every day to make a difference in their students. Diamond Cut Performing Arts Academy is unique and therefore the staff must think outside the box to serve our students and community. Diamond Cut Performing Arts Academy staff will work as a collaborative team in order to meet individual student needs. Diamond Cut Performing Arts Academy will routinely reexamine the mission and put protocols in place to ensure each student that graduates from Diamond Cut Performing Arts Academy, will leave with a post-secondary plan.

7. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Diamond Cut Performing Arts Academy believes that Parents/Guardians, Students, Staff, and Community Leaders will be an integral part of the school governance. The Executive Director, Campus Director, and Assistant Campus Director's, with support from the Board, will develop a Community Advisory Council ("CAC") for the following purposes:

- A. Provide ongoing input and participation in the operation of Diamond Cut Performing Arts Academy.
- B. Review Diamond Cut Performing Arts Academy 's policies to ensure consistency with the school's mission.
- C. Make recommendations on policy issues to the Diamond Cut Performing Arts Academy Board.
- D. Assist in developing long-range strategic plans for Diamond Cut Performing Arts Academy.
- E. Review and make recommendations for performance standards to measure Diamond Cut Performing Arts Academy 's success.

The CAC serves as a site-based participant in assisting the Campus Director to conduct an effective and appropriate learning program for each student in Diamond Cut Performing Arts Academy. The CAC also serves as a sounding board to help solve local issues before they are brought forward to the Board for final resolution. Parents have no official authority in the operation or administration of Diamond Cut Performing Arts Academy but serve as invaluable problem-solving advisors in assisting the Campus Director and the Board in conducting a high-quality and appropriate learning program for the students. The CAC will seek two student volunteers, two volunteer parents/guardians of Diamond Cut Performing Arts Academy students, two staff members, and two community leaders. The CAC will meet quarterly and will provide input to the Board. Every effort will be made to make

parents/guardians partners in their children's education. Such efforts will include but not limited to:

- A. Encouraging parents/guardians to serve as school volunteers.
- B. Promoting and strengthening parental responsibility and involvement.
- C. Encouraging parents/guardians to serve on school-based committees such as the CAC.
- D. Recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

8. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school.

Dr. Anthony D. Bland Foundation, Inc. / Diamond Cut Performing Arts Academy held three public informational hearings for the community of Little Rock. The public hearings took place on May 08, 2020, May 15, 2020, and May 22, 2020 on the conferencing platform Zoom. These meetings were held on Zoom, due to the COVID-19 social distancing regulations. Each meeting was scheduled to begin at 6:00pm. A presentation was prepared by Dr. Anthony D. Bland Foundation, Inc. representatives, Diamond Cut Performing Arts Academy Executive Director, Dr. Anthony D. Bland, Campus Director, Kelan Watson, Chief Finance Officer, Ruth Chelagate to give the community more insight into Dr. Anthony D. Bland Foundation, Inc. and the Diamond Cut Performing Arts Academy model.

Additional public meetings will be held in the summer prior to the 2021-2022 school year.

9. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

- a. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
- b. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
- c. Explain how and to what extent the school's leadership will be accountable to parents.

d. Describe the plan for providing school board members with continuous professional development.

The governing structure of Diamond Cut Performing Arts Academy is illustrated as follows: (1) Dr. Anthony D. Bland Foundation, Inc. Board of Directors, Diamond Cut Performing Arts Academy Board of Directors, (3) Executive Director, (4) Campus Director, (5) Assistant Campus Directors, (6) Department Directors (Arts and Academic), and (6) Teachers/Paraprofessionals.

Dr. Anthony D. Bland Foundation, Inc. Board

The Dr. Anthony D. Bland Foundation, Inc. Board will serve as the ultimate governing authority of Diamond Cut Performing Arts Academy and shall, except as specifically described herein, retain final decision-making authority for Diamond Cut Performing Arts Academy in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Executive Director. The Dr. Anthony D. Bland Foundation, Inc. Board shall be composed of not less than seven (7) members selected by the majority vote of the existing members of the Dr. Anthony D. Bland Foundation, Inc. Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the Dr. Anthony D. Bland Foundation, Inc. Board. Each member may be reelected an unlimited number of times.

Diamond Cut Performing Arts Academy Board of Directors

The Diamond Cut Performing Arts Academy Board shall have final decision-making authority for Diamond Cut Performing Arts Academy in those areas delegated to it by the Dr. Anthony D. Bland Foundation, Inc. Board. Areas may include but not limited to: (1) Student discipline, (2) Employee grievances, (3) Budget development and approval, (4) Parent grievances, and (5) Community complaints/concerns. The Diamond Cut Performing Arts Academy Board shall be composed of not less than four (4) members selected by majority vote of the Dr. Anthony D. Bland Foundation, Inc. Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the Dr. Anthony D. Bland Foundation, Inc. Board. Each member may be reelected an unlimited number of times. Board members will be nominated to the board by community members, staff members, parents or business members. Before an individual is brought to the board an extensive interview process will be conducted with perspective board members. A small committee of no more than three members one of which must be the Executive Director will conduct screening interviews and select the two top candidates for an open position. These candidates will then be interviewed by the current Diamond Cut Performing Arts Academy board members. After the interviews the board will nominate and approve the new member. Once the Diamond Cut Performing Arts Academy board approves the candidate the local board candidate will

be approved by the Dr. Anthony D. Bland Foundation, Inc. Board. Once the approval process is complete the new board member can begin serving on the Diamond Cut Performing Arts Academy Board.

Planned Relationship between the Dr. Anthony D. Bland Foundation, Inc. Board and the Diamond Cut Performing Arts Academy Board of Directors

As noted above the Dr. Anthony D. Bland Foundation, Inc. board shall have final decision-making authority for Diamond Cut Performing Arts Academy. The Dr. Anthony D. Bland Foundation, Inc. Board and the Diamond Cut Performing Arts Academy Board will be comprised of different members. The Dr. Anthony D. Bland Foundation, Inc. board will have the authority to appoint and remove members of the Diamond Cut Performing Arts Academy board. The Dr. Anthony D. Bland Foundation, Inc. board may delegate final decision-making authority as it deems necessary to the Diamond Cut Performing Arts Academy Board. The Diamond Cut Performing Arts Academy board is comprised of four members representing the local community.

Governing Board's Roles and Responsibilities

Dr. Anthony D. Bland Foundation, Inc. Board members elect a president, vice-president, and secretary. Procedures for replacing Board members will be set forth in the by-laws of the organization. In like fashion, the Diamond Cut Performing Arts Academy board will also elect a president, vice-president, and secretary. Criminal history checks will be conducted annually on each current Board member. Diamond Cut Performing Arts Academy will be under the overall management and control of the Dr. Anthony D. Bland Foundation, Inc. Board, which will work closely with the Diamond Cut Performing Arts Academy Board, school executive director and principal in promoting school goals achievement, student academic achievement, and ongoing alignment with the school's mission and vision. The Dr. Anthony D. Bland Foundation, Inc. Board will focus on policy issues and will entrust the day-to-day management of the school to the executive director and campus director, the campus director will be accountable to the executive director and Diamond Cut Performing Arts Academy Board for the overall performance of the school. The Board will be accountable to the people for whose benefit this school will be established and will have the overall responsibility for ensuring that the students attending will be provided with a quality education.

The powers and duties of the Dr. Anthony D. Bland Foundation, Inc. Board include the following:

1. The Board as a corporate body has the power and duty to govern and oversee the management of Diamond Cut Performing Arts Academy;
2. The Board shall determine the organization and support the mission of Diamond Cut Performing Arts Academy;

3. The Board shall approve and cause to be submitted charter-related documents to the Arkansas Department of Education;
4. The Board shall set policies for Diamond Cut Performing Arts Academy 's operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
5. The Board shall approve an official budget to operate Diamond Cut Performing Arts Academy, while maintaining fiscal responsibility;
6. The Board shall establish Diamond Cut Performing Arts Academy 's short- and long-range goals and shall monitor progress toward achievement of those goals;
7. The Board shall appoint and regularly receive information and recommendations from a Community Advisory Council as provided in the contract for charter;
8. The Board shall ensure that Diamond Cut Performing Arts Academy's fiscal operations satisfy generally accepted accounting standards of fiscal management;
9. The Board shall ensure that Dr. Anthony D. Bland Foundation, Inc. remains in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code;
10. The Board shall approve and ratify all contracts;
11. The Board shall adopt an annual budget for Diamond Cut Performing Arts Academy and shall regularly review financial statements;
12. The Board shall ensure that Diamond Cut Performing Arts Academy maintains adequate resources for school activities; and
13. The Board or its designees shall select, evaluate, and as necessary, terminate the appointment of the executive director.

Policies and Procedures for Board Operation

The Board will function according to existing Dr. Anthony D. Bland Foundation, Inc. by-laws.

Plan for Involving Parents, Staff, Students, and Community in the Decision-Making of the School.

The Board will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices, and achievements. The Board

will concern itself first and foremost with student achievement, what it can do to support and enhance that achievement, and how it can help build a sense of community for each Diamond Cut Performing Arts Academy student and stakeholder. To that end, the Board will involve teachers, parents, and students in the governance, operations, and planning procedures of Diamond Cut Performing Arts Academy, and every effort will be made to create an environment in which students can experience a sense of community and involvement that address their needs and interests.

Describe the plan for providing school board members with continuous professional development.

All board members will be monitored by the Dr. Anthony D. Bland Foundation, Inc. Program Director to ensure state required training hours are completed. The program director will also provide a monthly report to each board member and to the board president that highlights all future training opportunities available. At each board meeting an update on training hours needed and completed will be provided by the Director of Programs. This information will be reflected in the minutes of each meeting.

10. Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

According to the National Center for Educational Statistics (2018), the four-year adjusted cohort graduation rate in the United States was 84.1% in the 2015-2016 school year. While graduation rates have gradually increased since 2011 (79%), gaps based upon race persist (NCES, 2018), as represented by respective rates for White (88.3%), Hispanic (79.3%), and African American (76.4%) students. Similarly, graduation rates of economically disadvantaged students (77.6%) fall 6.5 points below overall average. From the same report (NCES, 2018), Arkansas posted an overall adjusted cohort graduation rate of 87%, with less pronounced gaps, including White (89.2%), Hispanic (85.7%), and African American (81.5%).

Diamond Cut Performing Arts Academy will be located within the attendance boundaries of formerly J.A. Fair High School. According to the Arkansas Department of Education (2018), 4 year graduation rate 70.6 %, Low Income students 86%, Students Eligible to Receive Special Education 15%, 4 year graduation rate for African Americans 76.8 %, Four-Year Graduation Rate Hispanic 46.2%, Four-Year Graduation Rate Caucasian 40.0%, Four-Year Graduation Rate Economically Disadvantaged 72.3%, Four-Year Graduation Rate Students with Disabilities 72.7%, Four-Year Graduation Rate Current English Learners (EL) 45.0 %, Four-Year Graduation Rate Gifted and Talented N<10, Four-Year Graduation Rate Female Students 80.3 %, Four-Year Graduation Rate Male Students 61.2 %, Four-Year

Graduation Rate Migrant N<10. As stated by the Michigan Art Education Association, Students excited by school stay in school. Students who participate in the arts, both in school and after school, demonstrate improved academic performance and lower dropout rates. Students with an education rich in the arts have historically earned higher grade point averages and scored higher on the SAT than students without arts education. The more years of arts students take, the higher their SAT scores on average. These gains hold true regardless of socioeconomic status, which means that where at-risk students are getting arts education, it is helping to close the achievement gap. Low-income students who are highly engaged in the arts are more likely than their peers with low arts involvement to have obtained gainful employment, completed college, and volunteered in their communities. According to Michigan Art Education Association School Superintendents as well as business leaders were asked how to ensure the children of today will be successful members of the workforce tomorrow. Seventy-two percent of business leaders said creativity was the number one skill they look for when hiring. Yet many of the courses that help develop the creative skills employers seek aren't required in high school.

According to Ou and Reynolds (2010), the cost of high school dropouts in the United States exceeds one billion dollars per year. Similarly, Rouse (2007) reported that median income of a high school dropouts was approximately \$26,000, while those with a high school diploma earned roughly \$46,000. Expressed over a lifetime, the relative earnings represent a loss of \$680,000 for those who failed to graduate from high school (Rouse, 2007). Belfield and Levin (2007) calculated that a single high school dropout represents economic costs of \$260,000 over a lifetime in terms of potential tax revenue, medical costs, costs of crime, and dependence on the welfare system.

Diamond Cut Performing Arts Academy will have an ethnically diverse student population, Diamond Cut Performing Arts Academy will serve a relatively high proportion of at-risk students (89.2%), far exceeding the 75% threshold to be designated as Alternative Education Accountability. Our goal for students at Diamond Cut Performing Arts Academy is to provide them with the tools needed to be competitive, in terms of academic achievement, the performing arts, and graduation.

The Diamond Cut Performing Arts Academy learning system will have a theoretical grounding in self-determination theory (Deci & Ryan, 1985). This meta-theory of motivation posits three basic human needs, including autonomy, competence and relatedness, all of which must be satisfied to ensure quality motivation. This theory is particularly appropriate for the credit recovery context because programs of this nature encourage students to take ownership of their learning in the form of autonomous regulation. Recognizing students may come to us in a fragile state due to lack of success in the traditional school setting, Diamond Cut Performing Arts Academy seek to provide success early and often, enhancing self-efficacy beliefs and feelings of competence. Finally, Diamond Cut Performing Arts Academy represent relatively small learning environments, allowing for supportive relationships with teachers and fellow students crucial elements of our learning system. We seek to fill a

need within the Little Rock area, particularly for students who have traditionally struggled academically. Diamond Cut Performing Arts Academy balance individualized instruction with a system of structure and predictability, providing an educational choice for this unique student population whose academic accomplishments often resist measurement.

References

Arkansas Department of Education (2018) <http://www.arkansased.gov/>

<https://www.miarted.org/pdf/AFTA-Arts-Education-Navigator-Facts-Figures.pdf>

Belfield, C. R., & Levin, H. M. (2007). The education attainment gap: Who's affected, how much, and why it matters. In Belfield C. & Levin H. (Eds.), *The price we pay: Economic and social consequences of inadequate education* (pp. 1-18). Washington, D.C.: Brookings Institution Press. Retrieved from <http://www.jstor.org/stable/10.7864/j.ctt126269.4>

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

National Center for Educational Statistics (2018)

https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2015-16.asp

Ou, S., & Reynolds, A. J. (2010). Grade retention, postsecondary education, and public aid receipt. *Educational Evaluation and Policy Analysis*, 32(1), 118-139. <https://doi.org/10.3102/0162373709354334>

Rouse, C. E. (2007). Quantifying the costs of inadequate education: Consequences of the labor market. In C.R. Belfield and H.M. Levin (Eds.), *The Price We Pay: Economic and Social Consequences of Inadequate Education* (pp. 99 -124). Washington, DC: Brookings Institution Press.

11. Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

The distinguishing characteristics of the academic program at Diamond Cut Performing Arts Academy will include serving grades 7-12 utilizing personalized, self-directed, and accelerated curriculum options. Using emergent technology, along with highly qualified educators will be emphasized at Diamond Cut Performing Arts Academy. We will provide a 1:1 student to computer ratio. Educators will facilitate the

learning process, provide learning resources, and ensure students can learn and progress effectively.

Purpose

The purpose of the proposed charter school is to facilitate cooperation between Diamond Cut Performing Arts Academy and the community of Little Rock, Arkansas, to:

- A. Improve student learning;
- B. Increase the choice of learning opportunities;
- C. Encourage innovative learning methods;
- D. Decrease the drop-out rate and increase the completion rate;
- E. Enhance education programming; provide an increase in the portfolio of educational options and choice in program design in Arkansas through the introduction of:

- 1. Extended and flexible time options;
- 2. Personalized teaching achieved by diagnostic testing; and
- 3. Small learning communities.

GOALS

Diamond Cut Performing Arts Academy will have the capacity to provide individualized instruction, technology-based instruction as well as direct instruction with highly qualified educators. Self-directed pacing and teacher-led, self-contained environments are available within the system. Project-based, group-oriented, and structured classrooms are developed according to the needs of the community and the student. The population of students served through Diamond Cut Performing Arts Academy range from at-risk, credit-recovery students to students with the capacity to accelerate their education effectively. Diamond Cut Performing Arts Academy will create high levels of expectations for students, no matter the specific proficiency level of the student population. The underlying goal integrating every academic plan, action, and strategy is to personalize education for each student.

OBJECTIVES

- A. Achieve a reduction in the dropout rate.
- B. Provide an annual School Improvement Plan.
- C. Maintain a thorough program of effective staff training.
- D. Maintain a well-defined and effective communications system whereby parents have access to the Diamond Cut Performing Arts Academy Board and Administration.
- E. Pre-test and post-test students to document achievement and provide information needed to improve the academic system.
- F. Provide a fundamental education enabling students to go into the higher education forum of their choice.

G. Provide specialized programs, such as ESL or Special Education services, based on student needs.

H. Provide the needed remediation in skill areas of reading, math, writing, literacy, and other basic subjects.

I. Motivate students to accept responsibility for their own education and become lifetime learners.

J. Employ highly qualified teachers.

STUDENT OBJECTIVES

A. Remediate each student, based on individual need, and provide each with a Personalized Education Plan.

B. Bring each student to grade level and/or his/her maximum potential through a system of mastery based, technology-rich, personalized curriculum, and learning center procedures.

C. Cause each student to accept responsibility for his/her own education and become lifetime learners.

D. Cause each student to achieve the educational foundation needed to pursue desires for higher education.

E. Motivate each student to understand his/her personal value as a human being and have a high level of self-esteem.

F. Cause each student to learn to set learning objectives daily in order to achieve long-term educational goals.

12. In the following table, list the goals of the charter. The goals should be measurable and related to the mission statement. For each goal, include the instrument for measuring performance and the date the goals will be assessed.

GOAL	Instrument for Measuring Performance	When Attainment of the Goal Will Be Assessed
1. Diamond Cut Performing Arts Academy students will demonstrate measurable student progress and success in Literacy	State-Mandated, Nationally normed referenced and local weekly assessments	Diamond Cut Performing Arts Academy will assess this goal annually, the attainment will be assessed at the end of the charter cycle. Student progress towards attainment will be monitored on a continual basis throughout the school year. Attainment goals will be established for each student when their individualized learning plan is developed at the start of each school year.
2. Diamond Cut Performing Arts Academy students will demonstrate measurable student success in math	State-Mandated, Nationally normed referenced and local weekly assessments	Diamond Cut Performing Arts Academy will assess this goal annually, the attainment will be assessed at the end of the charter cycle. Student progress towards attainment will be monitored on a continual basis throughout the school year. Attainment goals will be established for each student when their individualized learning plan is developed at the start of each school year.

<p>3. Diamond Cut Performing Arts Academy students will demonstrate measurable student success in science</p>	<p>State-Mandated, Nationally normed referenced and local weekly assessments</p>	<p>Diamond Cut Performing Arts Academy will assess this goal annually, the attainment will be assessed at the end of the charter cycle. Student progress towards attainment will be monitored on a continual basis throughout the school year. Attainment goals will be established for each student when their individualized learning plan is developed at the start of each school year.</p>
<p>4. Diamond Cut Performing Arts Academy students will apply and enroll in an institution for post secondary career training or higher education.</p>	<p>Observations, interviews, and/or survey instruments will be used to indicate status of graduates.</p>	<p>Attainment will be assessed in the final semester of high school preceding graduation and in the fall semester after student graduates. This will occur on an annual basis.</p>
<p>5. Increase student attendance and class participation</p>	<p>Attendance Records, Teacher Records, Parent Conferences</p>	<p>Review of attendance weekly, monthly and annually</p>
<p>6. Improved student and staff retention rates from year to year</p>	<p>Attendance Records, Teacher Records, Student Conferences, Parent Conferences</p>	<p>Daily monitoring of student's mobility and comparing attendance records for individual students from year to year</p>
<p>7. Demonstrate a high level of community and parental involvement</p>	<p>Monthly meetings of the CAC, Parent/Teacher conferences, meeting agendas, sign in sheets</p>	<p>Ongoing monthly monitoring and annual report to the Executive Director</p>

13. Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Goals #1 thru #3:

Diamond Cut Performing Arts Academy students will demonstrate measurable student success in literacy, math and science. The student population at Diamond Cut Performing Arts Academy will be diverse made up of many types of students. There are four main types of students:

Type 1: Students that enter on grade level looking for a more personalized learning environment. These students enter with life goals like the traditional high school students.

Type 2: Students that enter on or slightly below grade level due to life circumstances outside the school and are looking to complete high school and begin the next phase of life. This would include our students who at a young age became parents, non-traditional students (over 18 years old) and students under 18 that work to help support their family.

Type 3: Students that enter severely behind in credits. These students often support the theory they are too far behind to catch up.

Type 4: Students that enter Diamond Cut Performing Arts Academy and “catch up” and become “BACK ON TRACK” to graduation.

The Diamond Cut Performing Arts Academy model brings the portion of our mission statement “Provides CERTITUDE to students” alive. Personalized learning is at the core of this school and begins with the personalized plan established the moment students walk through the door. With protocols in place such as goal setting, extended day services and exposure to college campuses, Diamond Cut Performing Arts Academy is committed to assisting students in accomplishing not only their goals but their dreams. Diamond Cut Performing Arts Academy will strive to employ committed adults that approach their job with passion and work every day to make a difference in their students. Diamond Cut Performing Arts Academy is unique and therefore the staff must think outside the box to ensure all students succeed. Diamond Cut Performing Arts Academy will offer a learning environment that meet the individual needs of our students regardless of their background or current situation. In understanding this aspect of the model, it is understandable that we must look at various data sets before determining what makes a student successful. In setting goals 1-3, Diamond Cut Performing Arts Academy will strive to keep the diverse types of students in mind and therefore want to collect multiple measures of assessment to determine success. In addition to monitoring our graduation rate, expectations on

state assessment, and college enrollment numbers (found in other goals).

Diamond Cut Performing Arts Academy will look at three key pieces of data:

1. State Assessments -- Do our students make progress Spring to Spring on the mandated state assessment. (Currently ACT Aspire)
2. Norm Reference National Comparisons: Are our students growing at the national norm? (Currently MAP)
3. How many units of study (credits earned) do students demonstrate mastery over the course of time they spend at Diamond Cut Performing Arts Academy?
Looking at research, it has been determined that every student is unique and therefore there is no one piece of data that can tell the whole story behind student's success as each success story is different and comes with a different set of circumstances. Diamond Cut Performing Arts Academy will accept the challenge of meeting each individual student needs and in return would like to measure success in multiple ways.

Goal #4:

Diamond Cut Performing Arts Academy students will apply and enroll in an institution of higher learning. Diamond Cut Performing Arts Academy will track the number of students applying to college. As this goal has been successfully met, the collaborative teams will reflect and ask the question: "What else should we focus on to assure students attend post-secondary education programs? The academic teams will work on the need to not only ensure that students are applying to college, but that they meet the requirements to be accepted and follow through and enroll. Baseline data will be established during the 2021-22 school years as systems are put in place to monitor student progress in this area.

Goal #5:

To increase student class participation at Diamond Cut Performing Arts Academy students will help with student recruitment (re-engaging the dis-engaged student.) Diamond Cut Performing Arts Academy will focus on retaining the students that enroll. Diamond Cut Performing Arts Academy believes a focus on daily student participation will not only increase student achievement but will increase the number of students enrolled. This goal will be measured by attendance records and attendance data as a baseline.

Goal #6:

Improved student and staff retention rates from year to year

This specific goal works in conjuncture with goal number five. (5) Student and staff retention from year to year could have a negative impact on student and campus success. Developing a specific goal in this area will place emphasis on retaining students and staff from year to year. This continuity of staff and programs will provide a tangible benefit to the school and direct positive impact student success. This will be accomplished through a series of staff and student incentive programs that encourage retention. The CAC will also be involved in the planning and establishing programs that will lead to increased retention of staff and students on a year to year basis.

Goal #7:

Demonstrate high level of community and parental involvement There is no argument that parents are the child's first teacher. Diamond Cut Performing Arts Academy believes for students to be highly successful; parents should play an active role. Diamond Cut Performing Arts Academy will put parent groups in place with the goal of increased parent and community involvement and to increase the participation and diversify the type of programs and opportunities offered. Records kept during the 2021-22 school year will be utilized as the baseline.

14. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

HIGH SCHOOL COURSES

Language Arts (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
English 7	7-12	2021	1
English 8	7-12	2021	1
English 9	7-12	2021	1
English 10	7-12	2021	1
English 11	7-12	2021	1
English 12	7-12	2021	1
Oral Communications	7-12	2021	0.5
Drama	7-12	2021	0.5
Journalism	7-12	2021	1

Total Language Arts Units 6

Science (5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Science 7	7-12	2021	1
Science 8	7-12	2021	1
Biology	9-12	2021	1
Chemistry	9-12	2021	1
Physics	9-12	2021	1
Physical Science	9-12	2021	1
Environmental Science	9-12	2021	1

Total Science Units 5

Fine Arts (3.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Art 1,2,3	7-12	2021	1
Dance 1,2,3	7-12	2021	1
Instrumental Music 1,2,3	7-12	2021	1
Vocal Music 1,2,3	7-12	2021	1
Theatre 1,2,3	7-12	2021	1
Art History	7-12	2021	1

Total Fine Arts Units 3.5

Social Studies (4 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Social Studies 7	7-12	2021	1
Social Studies 8	7-12	2021	1
Civics	7-12	2021	0.5
Economics	7-12	2021	0.5
United States Government	7-12	2021	0.5
World Geography	7-12	2021	0.5
American History	7-12	2021	1
World History	7-12	2021	1

Total Social Studies Units 4

Career & Technical Education (9 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Introduction to Criminal Justice	7-12	2021	1
Criminal Law	7-12	2021	1
Foundations of Law Enforcement	7-12	2021	1
Child Development and Parenting	7-12	2021	1
Family and Consumer Sciences	7-12	2021	1
Family Dynamics	7-12	2021	0.5
Human Relations	7-12	2021	0.5
Parenting	7-12	2021	0.5
Computer Business Applications	7-12	2021	1
Computerized Accounting 1	7-12	2021	1
Computerized Accounting 2	7-12	2021	1
Computer Coding	7-12	2021	0.5
College and Career Readiness	7-12	2021	0.5
Marketing	7-12	2021	1

Total Career & Technical Education Units 9.5

Mathematics (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Math 7	7-12	2021	1
Math 8	7-12	2021	1
Algebra 1	7-12	2021	1
Geometry	7-12	2021	1
Algebra 2	7-12	2021	1
Pre-Calculus	7-12	2021	1
Advanced Topics and Modeling in	7-12	2021	1

Mathematics			
Algebra 3	7-12	2021	1
Total Mathematics Units			<u>6</u>

Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Spanish 1	7-12	2021	1
Spanish 2	7-12	2021	1
Physical Education	7-12	2021	1
Health and Safety Education	7-12	2021	1
French 1	7-12	2021	1
French 2	7-12	2021	1
Total Other Course Units			<u>6</u>

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	6
Science (5 Units Required)	5
Fine Arts (3.5 Units Required)	3.5
Social Studies (4 Units Required)	4
Career & Technical Education (9 Units Required)	9.5
Mathematics (6 Units Required)	6
Other (4.5 Units Required)	6
Total (38 Required)	40

15. Provide a description of curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards.

Diamond Cut Performing Arts Academy will have a distinct methodology designed to re-engage the disengaged, through the performing arts, and prevent the diminished learning conditions of students. Diamond Cut Performing Arts Academy will employ a student-centered delivery of content that motivates the individual in cognitive and

competency skills thereby providing sustainable learning environments characterized by personalization. Each student matters and opportunity exist because the system will be designed to focus educators on the personal progress of every learner. Decision-making, goal setting, consistent monitoring; these are all components of 21st century learning. The ability to place these components in the hands of students who formerly struggled in conventional systems positions is essential. Students should experience personal and educational success, which will motivate them to complete their program of study.

INNOVATIVE AND PERSONALIZED

The traditional educational system is regulated by a fixed sequential pacing and strict scope of content dependent on a teacher. In such a system, teachers will be trained to understand their primary role is to possess content knowledge and to spend the maximum portions of their workday speaking that knowledge to students. The students must catch the verbalized content, participate in reinforcing tasks such as note-taking or textbook reviews, and replicate the “learned content” on tests, quizzes or homework. Consequently, such a system is “teacher-centric,” focusing on the teaching process and making the teacher the primary centerpiece in the process. And while there may be some direct instruction strategies that are effective, merely verbalizing content in lecture fashion requires learner capacity skills that may not be present or developed in some students--especially those students currently at risk. Instead, educational systems must be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of Diamond Cut Performing Arts Academy, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Diamond Cut Performing Arts Academy with unique learning styles, strengths and weaknesses, and personal skill sets are all specific to each student. Recognizing these differences, and creating differentiated approaches for each, will be the heart of the Diamond Cut Performing Arts Academy system. The unique quality of Diamond Cut Performing Arts Academy will be its distinct focus on the learning process rather than the teaching process. Diamond Cut Performing Arts Academy will accomplish this through the Performing Arts:

- A. Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey)
- B. Delivery (i.e., the process of transferring or replicating information)
- C. Data (i.e., the process of gathering, assessing and charting the journey according to results)

DIAGNOSTICS

To provide effective academic progress, educators must focus on the “learning” process. The first step in a system designed on the learning experience is

diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student's specific needs, strengths, and learning styles. In most situations, diagnostics only appear in the form of reviewing a student's records (e.g. report cards, transcripts, etc.). While showing evidence of the academic "location" (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student's placement and plan are determined. Consequently, Diamond Cut Performing Arts Academy will address the following diagnostic testing concerns using an effective battery of diagnostic tests:

- A. Grade Equivalency
- B. Credit or Grade Achievement
- C. Literacy Usage and Content
- D. Math Competency
- E. Learning Style Inventories
- F. Information Processing Skills
- G. Student Engagement Assessment

In so doing, the Diamond Cut Performing Arts Academy diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

DELIVERY

The process of transferring or replicating information is known as "delivery." There are many means by which a student may receive information. This practice can seriously hinder the learning process because of the diverse differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student. Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Diamond Cut Performing Arts Academy teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process:

- A. Direct Instruction (i.e., a style of instruction that relies primarily on the ability of the

educator to verbalize content and transfer information);

B. Independent Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator);

C. Accelerated Instruction (i.e., a style of instruction allowing students to learn content independently, with assistance provided by the educator, and defined by technology-based programs); and

D. Connected Instruction (i.e., a style of instruction centered around a project-based environment).

Each of these styles is defined by several characteristics:

A. Who (or what) directs the instruction?

B. Who paces the learning process?

C. Who is central to the process?

D. How much structure is needed?

E. What level of content is typical?

F. How much differentiation (or individualization) is possible?

G. What are the specific transfer modes?

H. What type of learning occurs?

While the distribution will vary slightly according to the needs of the individual student, Diamond Cut Performing Arts Academy will implement the following differentiated styles of instruction:

A. Direct Instruction 10%

B. Independent or Accelerated Instruction 60%

C. Connected Instruction 30%

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

A. Student will be in a cohort environment.

B. Student will use technology or paper-based models to address subjects according

to diagnosed student profiles and learning plans.

C. Student will be involved in content progression in a concentrated 3-hour format.

D. Learning labs will be utilized for independent and accelerated instruction.

E. Students will be involved in state testing preparation for ½ hour.

F. Students will be involved in project-based “learning-style specific” learning experiences for the balance of the school day.

G. Student's learning styles are diagnosed and integrated by educators.

DATA

Diamond Cut Performing Arts Academy will implement data-driven decision making, three primary features of which are:

A. Data will always focus on results rather than intentions.

B. Data will always focus on relevance of information.

C. Data will always focus on redirection as necessary.

The heart of “difference-making” instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the campus. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

GATHERING DATA

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as the campus.

TYPES OF DATA

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Formative assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines. Knowing what should be taught and learned is important. Summative assessments, such as state-mandated end-of-course exams, give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this. The focus of a learning organization is learning. Formative and summative assessments provide an intentional purpose for

data.

RELEVANCE OF DATA

Gathered data that drives decisions must be relevant. To focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality in most schools. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

TIMELY DATA

Benchmarking, as well as any assessments, will be timely and planned. Many times caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

ASSESSMENT OF DATA

Gathering data is only the first step in decision making. Once the data has been gathered, Diamond Cut Performing Arts Academy will use the data to formulate learning plans and campus activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

CREATING CHANGE

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used and valued. Campus decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

INTERVENTIONS

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. Campus academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

TEAM MEETINGS

Teams will be composed of all educators and administration. Collaboration must occur to assess student and campus progress. Meeting agendas will include the

following tasks:

- A. Identify and map objectives
- B. Create schedules for learning
- C. Develop formative assessments
- D. Establish criteria for success
- E. Assess student progress
- F. Assign interventions

FORMATIVE ASSESSMENTS

Diamond Cut Performing Arts Academy will conduct periodic assessments to gather data. Educators will use the results to monitor student progress. Intervention strategies will be assigned for students not demonstrating positive progress. These strategies will be by direction rather than invitation.

INTERVENTION STRATEGIES

These strategies are designed to focus on the individual student and prevent learning gaps from occurring and developing. The list provided is not inclusive and can be modified.

A. Student-Centered

- 1. Two co-curricular activities
- 2. Peer mentors
- 3. Student council watch
- 4. Privilege systems

B. Faculty-Centered

- 1. Faculty advisors (cohorts)
- 2. Team attendance meetings
- 3. Good Friend advisors
- 4. Guided study

C. Parent-Centered

- 1. Parent Monitoring
- 2. Parent communications
- 3. Three-week progress reports

4. Daily progress reports

D. Students are taught to be leaders. Diamond Cut Performing Arts Academy utilizes the “Seven Habits” concept first documented by Stephen Covey to train, guide, and teach students to lead.

These “Seven Habits for Effective Students” include:

- A. Be proactive
- B. Begin with the end in mind
- C. Put first things first
- D. Think win-win
- E. First understand, then be understood
- F. Synergize
- G. Sharpen the saw

Teachers and administrators integrate the habits into the entire campus culture and community. The habits are the maturing process of a student's growth and learning. Students are expected to develop and practice the habits at school, home, and in their daily life.

INDEPENDENT

The learning experience at Diamond Cut Performing Arts Academy will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Diamond Cut Performing Arts Academy will utilize strategies focused on a student's unique learning style and ability to develop personalized learning that becomes a natural part of the student's life. Students work on credit courses independently, while receiving focused assistance with their studies and high-stakes testing. Students can progress at their own pace, using the leadership habits, character qualities, and independent learning capacities.

ENCOURAGING

Many students have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation and students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who “get it.” For that reason, Diamond Cut Performing Arts Academy will provide students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

LEARNERS

At Diamond Cut Performing Arts Academy, teaching will be brought to a new level.

Rather than conform to a minimum conventional standard of merely transferring content knowledge, Diamond Cut Performing Arts Academy teachers will be continually learning. Diamond Cut Performing Arts Academy will utilize the dimensions of “Professional Learning Communities” to develop the whole-school concept of campus culture. These Professional Learning Community dimensions include:

- A. Supportive and shared leadership
- B. Shared values and vision
- C. Collective learning and application of learning
- D. Supportive conditions
- E. Shared personal practice

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, Diamond Cut Performing Arts Academy will focus on the learning process rather than the teaching process.

CLIMATE

Diamond Cut Performing Arts Academy will utilize “Quality Attention Models” to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include:

- A. Practicing quality choices
- B. Knowing each student
- C. Shepherding students
- D. Blending professional and personal interactions
- E. Providing honest, valuable and significant feedback
- F. Practicing the art of rewarding students (praise + belief)
- G. Training and teaching positive habits and characteristics
- H. Doing the “extra” to encourage students

EFFECTIVE INSTRUCTION

The learning experience at Diamond Cut Performing Arts Academy will be created to allow teachers to know the student. Diamond Cut Performing Arts Academy will utilize strategies focused on knowing a student, consistently measuring the student's progress, and creating environments for learning based on that knowledge. Teachers use research-based diagnostics, including Learning Style Inventories, content measurements, and equivalence tests. All teachers develop differentiated instruction for all students using directive, independent, accelerated, and advanced models. Students receive differentiated instruction through technology and self-directed learning experiences.

SCHOOL DAY AND YEAR

To be responsive to the community and sensitive to the needs of our parents, Diamond Cut Performing Arts Academy will follow the school year calendar of Little Rock School District. School days customarily begin at 8:45 am to 4:00 pm for staff members with a duty-free lunch period of 30 minutes. Student schedules for the day are flexible. Instructional periods are grouped into one full day schedule and two four-hour blocks. Seventh through eleventh graders are required to attend the full day session while twelfth grade students can attend one or both four-hour morning and afternoon sessions.

16. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas academic standards as adopted and periodically revised, by the State Board of Education.

Dr. Anthony D. Bland Foundation, Inc. will develop a team of writers, editors, proofreaders, and graphic artists to develop an innovative, individualized curriculum for use. Dr. Anthony D. Bland Foundation, Inc. will develop a Curriculum Department that will align the curriculum to the Common Core state standards in the spring of 2021. Dr. Anthony D. Bland Foundation, Inc. will form the foundation of this curriculum computer-based software. With use of technology, the curriculum will be enhanced to include an increasing number of interactive and Internet-based features. Course offerings includes core subjects of social studies and history, math, language arts, and science, as well as a variety of electives. The Dr. Anthony D. Bland Foundation, Inc. curriculum will be designed to be utilized with the differentiated styles of instruction, i.e.:

- A. Direct Instruction
- B. Independent Instruction
- C. Accelerated Instruction

D. Connected Instruction

The curriculum at Diamond Cut Performing Arts Academy will be aligned with the Common Core state standards. The curriculum will offer the required 36 units of study. Further, a yearly curriculum review will occur in order to determine its continued alignment with Arkansas State standards.

17. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

a) Guidance program

Diamond Cut Performing Arts Academy will have a guidance department. We will have on campus certified counselors. The Guidance Department will be equipped to give students advice regarding higher education options, life after high school, etc.

b) Health services

Diamond Cut Performing Arts Academy will offer a health services program that will serve all students. This program will be anchored by the hiring of a full-time registered nurse. Diamond Cut Performing Arts Academy will comply with all state regulations when hiring this position. This program will include medical recordkeeping (in compliance with privacy statutes), immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

c) Media center

In compliance with state standards, Diamond Cut Performing Arts Academy will have a media center, run by a full-time media specialist, available to students. A minimum of three thousand volumes, or at least eight books per student, whichever figure is larger, will be kept. At least one computer will also be made available.

d) Special education, including appropriate state assessments for special education students

The term "Special Education" means specially designed instruction to meet the unique needs of a child with a disability. The purpose of the Special Education program is to design and deliver quality support to students, educators, and families for the success of students with disabilities. When IEPs must be in Effect Diamond Cut Performing Arts Academy shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. Diamond Cut Performing Arts Academy will ensure that the IEP is in effect before special education and related services are

provided to an eligible child, and that the IEP is implemented as soon as possible following the IEP committee meeting. Initial Evaluation-Referral of students for a full and individual initial evaluation for possible special education services is a part of the Diamond Cut Performing Arts Academy overall general education Response to Intervention program. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty, the student is referred to the Student Success Team (SST) for additional services through the Response to Intervention program. School personnel document the provision of the additional interventions and the results. When a student does not progress adequately, the student is referred for a full and individual evaluation. ensures that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed prior to the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student. In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the child; and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. The IEP team will also consider special factors such as: whether a child's behavior impedes his/her learning or the learning of others; whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP; what the communication needs of the student are; and whether the child needs assistive technology devices/services. Diamond Cut Performing Arts Academy will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful. Extended School Year Services are defined as special education and related services that are provided to the child with a disability beyond the regular school year, as necessary to provide Free Appropriate Public Education ("FAPE") as determined by a child's IEP. Diamond Cut Performing Arts Academy will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services, and activities for students with disabilities, Diamond Cut Performing Arts Academy shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided all other students. In addition, Diamond Cut Performing Arts

Academy will ensure that each child with a disability participates with nondisabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities available to all students. For each student beginning at age 16, and younger if appropriate, and updated annually, Diamond Cut Performing Arts Academy will develop a statement of the transition service.

e) Dyslexia Services

The school identifies students for characteristics of dyslexia through the Response to Intervention (RTI) process, screenings, and through the referral process. The following services are considered for students with characteristics of dyslexia: Section 504 services, special education services, accommodations, reading interventions, assistive technology devices, and the Multisensory Teaching Approach (MTA) program. MTA is a program for the remediation of Dyslexia and other reading disabilities. This program is an Orton-Gillingham multisensory approach to teaching reading that combines visual, auditory and kinesthetic (or muscle) instruction. It teaches the science of the written language and addresses reading, handwriting, and spelling.

f) Transportation

Diamond Cut Performing Arts Academy will provide transportation services, through First Student. However, parents will have the option to transport the student.

g) Alternative education

Diamond Cut Performing Arts Academy will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized high school environment. Diamond Cut Performing Arts Academy embodies many of the practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming. Key areas of alignment appear in multiple areas described in this document; however, several of these areas stand out as promoting success in serving a targeted student population, school dropouts. These areas are Program Evaluation and Professional Development to improve teaching and learning at an atypical school. Dr. Anthony D. Bland Foundation, Inc. offers innovative, non-typical approaches to the instruction of this population, leading them to become lifetime learners. For both Economically Disadvantaged and Limited English Proficient students the learning gap is being closed. The Diamond Cut Performing Arts Academy staff will actively facilitate instruction in content areas for these students by relying on students' strengths via prior instruction, taking inventory of students' weaknesses/needs, and providing a personalized approach when tutorials are indicated. Not only preventing them from becoming dropouts, the Diamond Cut Performing Arts Academy individualized approach assists this population to a

successful career, and potentially a higher education experience.

h) English Language Learner (ELL) instruction including appropriate state assessments for ELL students

Diamond Cut Performing Arts Academy will offer a program that serves students identified as students of limited English proficiency in English. All students new to the school will complete a Home Language Survey (HLS) form at the time of enrollment. This form will be used to identify students whose home and/or native language is other than English. All students identified as Language Minority Students (LMS) will be initially assessed with a valid and reliable instrument in the four modalities (reading, writing, speaking and comprehension). Students who are not proficient in English will be assessed annually with a valid and reliable instrument to determine progress being made towards English proficiency.

i) Gifted and Talented Program

Diamond Cut Performing Arts Academy will have a Gifted and Talented Program as required by state law. Diamond Cut Performing Arts Academy will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Such classes would allow those interested in a college education the ability to complete advanced education courses while still working towards their high school diploma.

18. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

As per Section 6.07.1.14.1 of the Arkansas Department of Education Rules for Governing Charter Schools and/or any and all applicable federal and state laws, Diamond Cut Performing Arts Academy will not deny enrollment to any high school eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will Diamond Cut Performing Arts Academy discriminate against students with special education needs or those qualified as English Language Learners. The primary focus of this campus will be to positively impact the lives of all students that attend Diamond Cut Performing Arts Academy. It will be the intention of Diamond Cut Performing Arts Academy to enroll students from all walks of life, regardless of socioeconomic status. Information regarding the vision of Diamond Cut Performing Arts Academy will be readily available to all parents, students, and stakeholders via the Diamond Cut Performing Arts Academy campus website. Parties interested in applying for enrollment or seeking further campus information will be encouraged to either call the campus or visit the campus website.

To raise enrollment awareness for students of all ages and ethnicities, a strong marketing presence will be in place to increase visibility for Diamond Cut Performing Arts Academy. This will be achieved through the use of campus-specific postcards, banners, signs, and potentially, billboards spread throughout the areas in the community most likely to draw students of various age groups and ethnicities, such as shopping malls, grocery stores, athletic facilities, or movie theaters. Marketing materials will include information as to how one can contact Diamond Cut Performing Arts Academy to learn more about the campus, as well as how to enroll.

19. Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school. If box 1 and/or 2 are checked, explain the policy.

Children of founding members of the charter _____
Siblings of enrolled students _____
No enrollment preferences _____ X _____

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

N/A

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

Yes

No

22. Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Should more individuals apply for admission to Diamond Cut Performing Arts Academy than can be accommodated under the terms of the charter, a random,

anonymous lottery will take place in order to allow all eligible, interested students a fair and balanced opportunity to enroll at the campus. Lottery proceedings will occur at the Diamond Cut Performing Arts Academy campus, and be governed by the Campus Director, as well as being overseen by a community leader along with available campus staff. Prior to such an event, proper notification will be posted on the campus website. Similarly, the ADE Public Charter School Program Coordinator will be notified in advance of the lottery.

23. Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

If a student vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position. This will ensure that the current enrollment stays consistent and that all students on the waiting list has the same opportunity to be enrolled in the school.

24. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement template for each individual listed.

N/A

25. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

The Executive Director will oversee the hiring of school executive personnel, and school administration. Campus Director and Assistant Campus Directors will oversee and hire campus support staff and instructional staff. The executive staff shall be the Chief Financial Officer, Chief Legal Officer, Human Resource Director, Chief Information Officer, Chief Facility Maintenance and Custodial Director, Chief of Security, Public Affairs Director, Executive Administrative Assistant, Campus Director, and Campus Assistant Director. The instructional and campus support staff shall be teachers, special education teachers, instructional aides, campus secretary, campus attendance secretary, campus registrar, campus nurse, campus media specialist, and campus counselor. The Campus Director and Assistant Campus Directors will be responsible for on-site operations and accountability as prescribed by the state of

Arkansas. One teacher will be identified as the Testing Specialist. The Executive Director is responsible to ensure that all staff conform to the following practices and procedures.

ACCOUNTING

Diamond Cut Performing Arts Academy shall comply fully with the following:

- A. generally accepted accounting principles (GAAP);
- B. the Financial Accountability System Resource Guide; and
- C. the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards.

Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

Diamond Cut Performing Arts Academy shall operate on a fiscal year beginning July 1 and ending June 30.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than \$10,000. The applicant shall adhere to the following objectives:

A. procurements shall be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.;

B. make all purchases in the best interests of the school and in accordance with funding source guidelines;

C. obtain quality supplies/services needed for delivery at the time and place required;

D. buy from responsible sources of supply;

E. obtain maximum value for all expenditures;

F. deal fairly and impartially with all vendors;

G. maintain dependable sources of supply; and

H. be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Diamond Cut Performing Arts Academy supplier relationships. The applicant shall execute a Purchase Order for all purchases, and it shall be approved by the Campus Director for purchases less than \$500, by the Chief Financial Officer for purchases less than \$2500, by the Executive Director and Chief Financial Officer for purchases less than \$25,000. All purchases in excess of \$25,000 will be presented to the Diamond Cut Performing Arts Academy board of directors for approval with the exception of the purchase of computers already approved in the annual budget. All lease agreements shall be evidenced by a lease or sublease agreement approved by the Board and signed by the Executive Director. The agreement shall identify all the terms and conditions of the lease.

26. Describe the process by which the school governance will adopt an annual budget.

A. The budget shall be developed prior to June 20, approved by the Board by June 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year.

B. Financial statements displaying budget vs. actual results shall be prepared by the Executive Director and Chief Financial Officer and presented to the Board at each board meeting.

C. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the Executive Director who shall ensure that funds are expended in accordance with the adopted budget.

D. The budget shall be amended when a change is made increasing any one of the functional spending categories.

27. Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Division of Elementary and Secondary Education that the school will not open as anticipated.

The minimum number of students who must attend this charter in order for the school to be financially viable using only state and federal funds is 120 ADM.

Per pupil amounts were multiplied by expected ADM by fund type to project revenue. Both fixed and variable expenses were used to project expenditures based on actual and expected costs. The school expects it will be able to sustain its core operations solely with state per pupil revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization Dr. Anthony D. Bland Foundation, Inc. will fund the shortfall.

Federal funds included in the budget were calculated using Average Daily Membership multiplied by the projected number of enrolled students. For Title I A federal fund budget calculations, projected Average Daily Membership for Economically Disadvantaged students was multiplied by the anticipated funding per pupil amount projected at \$1,000 For IDEA-B federal fund budget calculations, projected Average Daily Membership for students receiving special education services was multiplied by the anticipated funding per pupil amount projected at \$5,272.36.

28. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

ADMINISTRATORS	
Executive Director, CEO/CFO/COO, Campus Director, etc.	
Position	Executive Director
Reports to	Diamond Cut Performing Arts Academy Board of Directors
Salary Range	\$150,000.00 - \$180,000.00
Education Required	Master's Degree in Education, Business Administration, or closely related field, Doctoral degree preferred.
Certification Required	Possess or have the ability to possess a Current Arkansas Administration License with four years teaching experience, preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for

	School Leaders for Headmaster, preferred. TESS Credentials preferred.
Experience Required	7+ years of experience in supervising a staff of 10 or more preferred. 7+ years educational administration experience preferred. 7+ years of experience in managing budgets, preferred. 7+ years of vendor management, preferred. 7+ years of experience in supervising a staff of 25 or more preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Directly supervises executive staff in accordance with the organization's policies and applicable laws. B. Interviewing, hiring, and training executive employees. C. Planning, assigning and directing work. D. Appraises the performance of staff, rewards and disciplines employees according to Dr. Anthony D. Bland Foundation, Inc. policies and procedures, and addresses and resolves complaints and problems. E. Work to develop a solid professional development program for the school.
Position	Chief Financial Officer
Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's degree in Accounting, Finance, or Business.
Certification Required	CPA designation preferred.
Experience Required	8+ years of experience in an accounting senior role preferred. Up to date knowledge of current financial and accounting computer applications. Excellent verbal, analytical, organizational and written skills.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Oversee the company's fiscal activity, including budgeting, reporting, and auditing. B. Identify and address financial risks and opportunities for the school. C. Supervise financial reporting and budgeting team. D. Review financial reports for ways to reduce costs. E. Work well with Diamond Cut Performing Arts Academy Board of Directors, Executive Director, Chief Legal Officer, and Human Resource Director to develop strategic plans.
Position	Chief Legal Officer

Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	A juris doctor (JD) and an Arkansas state license to practice law.
Certification Required	A juris doctor (JD) and an Arkansas state license to practice law.
Experience Required	5+ years of practicing law preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Developing and leading the school legal strategy to promote and protect the school. B. Developing and leading internal legal audit and maintaining the school legal compliance. C. Overseeing delivery of legal services and resources to accomplish school goals, strategies and priorities. D. Maintaining proper interactions with the relevant local, state and federal governmental bodies, legislatures and the community at large. E. Represent and advise the Executive Director and the Diamond Cut Performing Arts Academy Board of Directors on all legal issues pertaining to the school.
Position	Human Resource Director
Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's degree in Human Resources Management, Business Administration, or closely related field, Doctoral degree preferred.
Certification Required	Human Resource Certification Institute (HRCI) independent, Associate Professional in Human Resources, Professional in Human Resources, Best HR certification for career advancement, Society for Human Resource Management preferred.
Experience Required	5+ years of Human Resource Management preferred.

Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Developing and implementing human resources policies. B. Supporting strategic objectives. C. Hiring staff and negotiating employment agreements. D. Ensuring compliance with laws and regulations. E. Managing staff wellness and performance reviews.
Position	Chief Information Officer
Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's Degree in computer science, engineering or relevant field.
Certification Required	Cisco Certified Network Associate (CCNA), Network+, Apple Certified Associate (ACA), CompTIA A+ Technician, Certified Information System Security Professional (CISSP), Microsoft Certified Systems Engineer (MCSE), and Linux Essentials Professional Development Certification (PDC) preferred.
Experience Required	<p>Minimum 5 years' experience in information technology and data management preferred.</p> <p>In-depth knowledge of data administration and management processes preferred.</p> <p>A highly analytical mind-set with superb problem-solving skills preferred.</p> <p>Outstanding communication and presentation skills preferred.</p> <p>Good understanding of modern databases and information system technologies preferred.</p>
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Develop goals and strategies to ensure the IT department runs smoothly and effectively. B. Direct and establish IT-related projects. C. Monitor changes in the technology sector to discover ways the company can improve and develop. D. Supervise the networks and computer systems in the company to ensure optimal performance. E. Plan and direct the implementation of new IT systems.
Position	Public Affairs Director
Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's degree in business, marketing, communications, or related field.

Certification Required	DigitalMarketer Certification, AMA Certified Professional Marketer, Copyblogger Certified Content Marketer, Google AdWords Certification, Google Analytics Certification, and HootSuite Certification preferred.
Experience Required	Experience in marketing and running a marketing team. Proven marketing campaign experience. Effective time management skills and the ability to multitask. Strong copywriting skills. Attention to detail. Proven ability to manage budgets.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Overseeing marketing department. B. Evaluating and developing our marketing strategy and marketing plan. C. Planning, directing, and coordinating marketing efforts. D. Communicating the marketing plan. E. Understanding and developing budgets and finance, including expenditures, research and development appropriations, return-on-investment and profit-loss projections.
Position	Chief of Security
Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's degree in business, computer science, or related field.
Certification Required	Crowd control, CPR, Access control, Use of force/ continuum of force, Workplace violence, Theft prevention, Note taking, Testimony preferred.
Experience Required	Knowledge and experience in state and federal information security laws, including but not limited to HIPAA, including NIST, PCI and all other applicable regulations preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Build a strategic and comprehensive information security program that defines, develops, maintains and implements policies and processes that enable consistent, effective information security practices which minimize risk and ensure the integrity, confidentiality and availability of information that is owned, controlled and processed within the school. Ensures information security policies, standards, and procedures are up-to-date. B. Initiates, facilitates, and promotes activities to foster information security awareness within the school. C. Creates a culture of cyber security both with the IT department and driving behavioral changes for the school.

	<p>D. Evaluates security trends, evolving threats, risks and vulnerabilities and applies tools to mitigate risk as necessary.</p> <p>E. Manages security incidents and events involving electronic protected health information (ePHI)</p>
Position	Chief Facility Maintenance and Custodial Director
Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's degree in Business Administration, Facility Management or similar field is preferred.
Certification Required	OSHA Certification, National Council of Examiners for Engineering and Surveying (NCEES), ACI Certification, Green Business Certification (LEED), Aerial Lift Training, Crane Operation Certification, plumbing, carpentry, and electrical systems preferred.
Experience Required	<p>5+ years' experience in maintenance.</p> <p>Previous managerial experience.</p> <p>Strong knowledge facilities machines and equipment.</p> <p>Excellent organizational and leadership abilities.</p> <p>Exceptional communication and interpersonal skills.</p>
Job Duties List up to 5 key duties	<p>A. Supervise and lead all maintenance processes and operations.</p> <p>B. Track expenses and oversee the budget for maintenance.</p> <p>C. Maintain all machinery to ensure it's at working standards.</p> <p>D. Create and implement maintenance procedures.</p> <p>E. Conduct regular inspections of the facility to detect and resolve problems.</p>
Position	Executive Administrative Assistant
Reports to	Executive Director
Salary Range	\$30,000.00-\$60,000.00
Education Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.

Experience Required	Must have 2+ years of experience in working within an office environment.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Preparing financial statements, reports, memos, invoices letters, and other documents. B. Answering phones and routing calls to the correct person or taking messages. C. Handling basic bookkeeping tasks. D. Filing and retrieving corporate records, documents, and reports. E. Researching and conducting data to prepare documents for review and presentation by board of directors, committees, and executives.
Position	Campus Director
Reports to	Executive Director
Salary Range	\$100,000.00-\$130,000.00
Education Required	Master's degree from an accredited College or University, Doctoral degree preferred.
Certification Required	<p>Possess a Current Arkansas Standard Teaching License with four years teaching experience, preferred.</p> <p>Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Headmaster, preferred.</p> <p>Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator, preferred.</p> <p>TESS Credentials.</p>
Experience Required	<ul style="list-style-type: none"> 4+ years of experience in supervising a staff of 10 or more preferred. 4+ years of experience in managing budgets, preferred. 4+ years of vendor management, preferred. 4+ years of experience in supervising a staff of 25 or more preferred. 4+ years experience in managing budgets preferred. 4+ years of vendor management preferred. 4+ years of experience in leadership of curriculum and instruction.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Enact disciplinary measures as appropriate after evidence-based discipline breaches have been observed and due process followed. B. Manage, evaluate and supervise clear procedures for the operation and functioning of the school that are in line with the mission and goals of the school and district. C. Manage instructional programs, extracurricular activities, discipline, building maintenance, program evaluation, personnel management, office operations, and emergency procedures

	<p>systems to ensure a safe and orderly climate.</p> <p>D. Comply with laws, board policies and civil regulations.</p> <p>E. Supervise the school's instructional programs, including observing teachers and classes in addition to teaching as time permits.</p>
Position	Assistant Campus Director
Reports to	Executive Director
Salary Range	\$80,000.00-\$110,000.00
Education Required	Master's degree from an accredited educational institution preferred.
Certification Required	Master's degree, Certification in Educational Leadership, School Principal Certification preferred.
Experience Required	<p>3+ years of experience in supervising a staff of 10 or more preferred.</p> <p>3+ years of experience in managing budgets, preferred.</p> <p>3+ years of vendor management, preferred.</p> <p>3+ years of experience in supervising a staff of 25 or more preferred.</p> <p>3+ years of experience in managing budgets preferred.</p> <p>3+ years of vendor management preferred.</p> <p>3+ years of experience in leadership of curriculum and instruction.</p>
Job Duties List up to 5 key duties	<p>A. Assist with the management of the school for all grade levels 7 – 12.</p> <p>B. Work with executive director, campus director, school administrators, teaching staff, and support staff.</p> <p>C. Ensure smooth running of school by coordinating a variety of interests, programs, timelines, facility usage, agendas, and budgetary concerns.</p> <p>D. Promote high academic and personal expectations for all students and staff members.</p> <p>E. Administer disciplinary measures as appropriate after evidence-based discipline breaches have been observed and due process followed.</p>

TEACHERS

Classroom, Special Education, Gifted and Talented, Instructional Facilitator, Technology Specialist, etc.

Position	Classroom Teacher
Reports to	Campus Director
Salary Range	\$50,000.00-\$80,000.00
Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Arkansas Teacher's Licenses preferred.
Experience Required	Teaching experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Must have basic knowledge of federal and state education laws. B. Must be computer literate. C. Must have strong organizational, time management, communication, and interpersonal skills. D. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. E. Must have the ability to understand the individual needs of each student and develop Individual Education Plans (IEPs).
Position	Special Education Teacher
Reports to	Campus Director
Salary Range	\$50,000.00-\$80,000.00
Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Must have a Current Arkansas Standard Teaching License in Special Education (SPED).
Experience Required	Teaching experience in a Public or Private School is preferred.

Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Assess student need in the classroom on a holistic basis. B. Spearhead the formation of an Individual Education Plan each year as a working document for teachers, support staff, administrators, guardians/parents, and other professionals to contribute to in order to ensure best outcomes for teaching. C. Act as a point of contact for internal and external stakeholders. D. Outline accommodation and/or modification and/or alternate programming to classroom tasks. E. Meet with parents/guardians and internal and external stakeholders for an annual review of IEP particulars and program goals, known as Identification, Placement, and Review Committee (IPRC) meetings.
Position	Gifted and Talented Coordinator
Reports to	Campus Director
Salary Range	\$50,000.00-\$80,000.00
Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Arkansas Teacher's Licenses preferred.
Experience Required	Classroom teacher of gifted and talented students in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Develop and implement lesson plans that fulfill the requirements of the gifted and talented program. B. Plan a program of study that meets the individual needs, interests, and abilities of gifted students based on the district's goals and objectives. C. Prepare for classes assigned and show written evidence of preparation. D. Employ a variety of instructional techniques and media which meet the needs and capabilities of gifted students. E. Conduct student assessments and adapt curriculum and lesson plans accordingly, provide differentiation and/or extensions of lessons.
Position	Instructional Facilitator
Reports to	Campus Director
Salary Range	\$50,000.00-\$80,000.00

Education Required	Bachelor's degree (B.A. or B.S.) from four-year accredited College or University.
Certification Required	Arkansas Teacher's Licenses preferred.
Experience Required	5+ years Teaching experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Ability to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders by: <ul style="list-style-type: none"> 1. Creating and implementing plans to achieve goals. 2. Promoting continuous and sustainable improvement. B. Ability to promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth by: <ul style="list-style-type: none"> 1. Nurturing and sustaining a culture of collaboration, trust, learning, and high expectations. 2. Creating a personalized and motivating learning environment for students. 3. Developing instructional and leadership capacities of staff. 4. Promoting the use of the most effective and appropriate technologies to support teaching and learning. C. Ability to promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources by: <ul style="list-style-type: none"> 1. Collecting and analyzing data and information pertinent to the education environment. 2. Promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. D. Ability to promote the success of every student by acting with integrity, fairness, and in an ethical manner by: <ul style="list-style-type: none"> 1. Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior. 2. Safeguarding the values of democracy, equity, and diversity.
Position	Instructional Aide/Paraprofessional
Reports to	Lead Teacher/Campus Director
Salary Range	\$25,000.00-\$55,000.00

Education Required	Associate degree or equivalent from an accredited College or University preferred.
Certification Required	Teacher's Certificate recommended but not required.
Experience Required	Six months to one-year related experience or training preferred
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Assist teacher in all areas of work. B. Assist students with academics. C. Distribute lesson plans or assign computer lessons to students. D. Grade student tests.

SUPPORT STAFF Secretary, Nurse, Bus Driver, etc.	
Position	Campus Counselor
Reports to	Campus Director
Salary Range	\$50,000.00-\$80,000.00
Education Required	Master's Degree in School Counseling from an accredited College or University preferred.
Certification Required	National Board for Certified Counselors (NBCC) and National Board for Professional Teaching Standards (NBPTS) Certification preferred.
Experience Required	5+ years Counseling experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Create and facilitate effective presentations with groups of prospective students, counselors, teachers and families about school admissions, programs, and post-secondary processes. B. Provide up-to-date information on programs via presentations on campus and off campus. C. Present or facilitate information in a variety of educational, professional and community settings. D. Represent the school and department throughout the community. E. Respond to inquiries from prospective students regarding programs, extracurricular, course load, admissions, registration procedures, student resources, campus facilities, and additional student opportunities.

Position	Media Specialist
Reports to	Campus Director
Salary Range	\$50,000.00-\$80,000.00
Education Required	Bachelor's degree from an accredited College or University and valid Arkansas teaching certificate. Arkansas certification as a school LMS.
Certification Required	Arkansas State certification as a school LMS. Master's Degree in Educational Technology from an accredited College or University, Master of Library Science from an accredited College or University, or comparable degree preferred.
Experience Required	5+ years Media Specialist experience in a Public or Private School is preferred.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Assists staff and students with LMC technology. B. Maintains a working knowledge of software and CD-ROMs in the LMC. C. Provides basic instruction to staff or students for equipment use. D. Assists staff with computer and/or Audio Visual (AV) equipment problems. E. Establishes and maintains behavioral standards for students in the LMC
Position	Campus Nurse
Reports to	Campus Director
Salary Range	\$50,000.00-\$80,000.00
Education Required	Bachelor's Degree in Nursing and completion of training necessary for licensing as a registered nurse in the State of Arkansas.
Certification Required	Must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).
Experience Required	Must have 2+ years of experience in pediatrics and/or public health nursing.

Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Develops policies, procedures and work standards for school health program. B. Monitors compliance of school health program with federal, state and local laws, regulations and policies. C. Prepares health reports for supervisor, board of education and health department as required. D. Collaborates with other child-support agencies in designing and providing a school health program. E. Provides first aid care and medically prescribed services.
Position	Campus Registrar
Reports to	Campus Director
Salary Range	\$30,000.00-\$60,000.00
Education Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Experience Required	Must have 2+ years of experience in working within an office environment.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Coordinates data processing procedures. B. Handles technical structures of master schedule and data input including registration. C. Coordinates final registration check out for data control. D. Prepares, maintains and supervises the maintenance of all permanent records. E. Mails transcripts of records and processes all withdrawn students and transfer students; archives records per district standards.
Position	Campus Attendance Secretary
Reports to	Campus Director
Salary Range	\$30,000.00-\$60,000.00
Education Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.

Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Experience Required	Must have 2+ years of experience in working within an office environment.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Enters all student attendance records into computer daily. B. Responds to inquiries from students, teachers, and parents regarding attendance rules and absences. C. Compiles and submits a variety of daily, weekly, monthly, and year-end reports as required. D. Works with probation officer and police liaison officer. E. Admits late students and maintains records of their tardiness.
Position	Campus Secretary
Reports to	Campus Director
Salary Range	\$30,000.00-\$60,000.00
Education Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Certification Required	One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.
Experience Required	Must have 2+ years of experience in working within an office environment.
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> A. Assist parents in completing Enrollment forms and ensure Cumulative Record folders are completed according to state and school requirements. B. Relay APSCN-related information to the Dr. Anthony D. Bland Foundation, Inc. corporate office to therefore be compiled and sent to ADE. C. Communicate effectively with Parents and corporate staff via email, telephone, fax, and in person in a professional manner. D. Assist with reports for the school, faxes or email reports to the appropriate corporate staff.

29. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

A. The Diamond Cut Performing Arts Academy Board shall arrange annually for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of Diamond Cut Performing Arts Academy financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

B. The Diamond Cut Performing Arts Academy Board shall review the scope and results of the audit. The Diamond Cut Performing Arts Academy Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor.

C. The applicant requests to the State Board of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first-year financial audit.

Upon approval of the State Board, the applicant intends to use the following CPA to perform the first-year financial audit:

J. Mason Andres Thomas & Thomas, LLP 201 East Markham, Suite 500 Little Rock, AR 72201
(903) 831-3477

J. Mason Andres Thomas & Thomas meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit;

A. continuous in-house academic program review;

B. immediate action as issues related to campus programs arise;

C. annual Campus Improvement Plan to identify areas that may be lacking; and

D. alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

30. It is affirmed that 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 systems 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.

Yes

No

31. It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Division of Elementary and Secondary 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 Division of Elementary and Secondary 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).

Yes

No

32. Describe in general terms the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

The anticipated facility that has been identified at this time is at 600 Colonel Glenn Plaza Loop Little Rock, Arkansas 72210, Diamond Cut Performing Arts Academy will be located within the city limits of Little Rock, Arkansas, in Pulaski County. The focus of the campus will be to reach students in the community who choose to pursue a performing art. Location preference will be given to areas with high concentrations of public housing, and economically

disadvantaged families. We are currently looking at locations within five miles of 600 Colonel Glenn Plaza Loop Little Rock, Arkansas 72210. Additionally, the program is offered as an option for those considered at risk. The effect on enrollment for surrounding school districts will be minimal as Diamond Cut Performing Arts Academy will primarily be composed of those who have the desire to pursue the performing arts.

33. If the facility to be used for the school has been identified and is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open- enrollment public charter school, and the chief operating officer of the proposed charter. If the facility has been identified and is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

A facility has not been secured at this time.

34. If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with: Members of the local board of the public school district where the proposed open- enrollment public charter school will be located, employees of the public school district where the proposed open-enrollment public charter school will be located, The eligible entity sponsoring the open-enrollment public charter school, or Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

A facility has not been secured at this time.

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

Yes

No

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

A facility has not been secured at this time.

37. Describe the manner in which the proposed charter school will make provisions for feeding the students. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs. Does the school intend to offer a self-operated food service program, vended or unitized meals, or contract with a caterer or food service management company?

Diamond Cut Performing Arts Academy will apply to participate in the Child Nutrition Program (“CNP”), including both The School Breakfast Program and the National School Lunch Program). Diamond Cut Performing Arts Academy will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value. Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced-price meals. Further, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the campus cafeteria staff will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. Diamond Cut Performing Arts Academy will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

38. If the proposed charter plans to participate in the National School Lunch, School Breakfast or Afterschool Snack program(s), describe how the school will ensure (1) families have access to the application for free and reduced price school meal benefits; (2) school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt, (3) student’s meal eligibility status is maintained as confidential information each time a meal is served (4) a meal count is taken at the point of service by eligibility category without identifying a student’s eligibility status (cannot be a tray count) (5) menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards (6) menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

During registration families will have paper and digital access to the application for free and reduced-price school meal benefits. School meal applications (or other means of eligibility determinations) will be approved accurately and within 10 days of receipt of application. Student's meal eligibility status will be maintained as confidential information each time a meal is served. A meal count will be taken at the point of service by eligibility category without identifying a student's eligibility status, adhering to the requirement that it cannot be a tray count. Menus planned will meet the meal pattern requirements for the grades applicable and will meet all food safety standards. Menus will meet the requirements and will be certified to receive the performance-based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

39. Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

If a conflict of interest is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict. The Diamond Cut Performing Arts Academy board of directors adheres to the Employee Conduct and Welfare guidelines. Within the Dr. Anthony D. Bland Foundation, Inc., the board has adopted the following "Code of Ethics and Standards Practices which states:

The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom.

The educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty.

The educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession.

The educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.

The educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Conflicts of Interest

The Diamond Cut Performing Arts Academy board of directors abides by a written policy to prevent potential conflicts of interest. Accordingly, the policy is as follows:

If an individual has a substantial interest in a business entity or real property, he or she shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect

on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on the public. The affidavit must be filed with the Secretary of the board. If a majority of the directors are required to and file affidavits of similar interest, the director is not required thereafter to abstain.

40. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

One of the benefits of a strong charter organization is the ability to provide quality leadership and leadership support to our schools. Dr. Anthony D. Bland Foundation, Inc. will always have a support staff available when needed. Dr. Anthony D. Bland Foundation, Inc. has its own leadership preparation program that trains directors in specific brands. In the case of Diamond Cut Performing Arts Academy, we have competent individuals available should a sudden vacancy occur. We also have experienced administrators available that can step in when needed to ensure continuity of instruction and continued success of the school. Dr. Anthony D. Bland Foundation, Inc. will be very selective in its hiring of a campus director to minimize the potential of a mid-year departure. We will also look for leadership on our campus and identify potential leaders. Once we identify a staff member at Diamond Cut Performing Arts Academy, we will enroll them in our leadership program and provide opportunities on the local campus to develop as an administrator. The philosophy of promoting from within also helps us ensure that the effects of a change in campus leadership is minimal. If a board member resigns a procedure is in place to replace that board member in a timely fashion. The continual training of board members also minimizes the effects of a member leaving before their term is up. With appropriate board training the board can effectively keep serving when a vacancy occurs.

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

This desegregation analysis is in support of Diamond Cut Performing Arts Academy application to the state's charter authorizer. To the extent that Ark. Code Ann. §6-23-106 applies to charter applications, Diamond Cut Performing Arts Academy is required to carefully review the potential impact its operations would have upon the efforts of Little Rock School District (LRSD), Pulaski County Special School District (PCSSD), North Little Rock School District (NLRSD), and Jacksonville-North Pulaski School District (JNPSD) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Diamond Cut Performing Arts Academy is to be located within the boundaries of the LRSD. Diamond Cut Performing Arts Academy would draw most of its students from the LRSD with a small number of students coming from PCSSD, NLRSD, JNPSD, Bryant School District, and Benton School District. The charter school would provide

instruction to students in seventh grade through twelfth grade.

I. The Status of Pulaski County Desegregation Litigation

Diamond Cut Performing Arts Academy is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter approval would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Diamond Cut Performing Arts Academy has substantiated that LRSD and NLRSD has been declared unitary in all respects of its school operations. PCSSD has been determined by the Federal District Court to be unitary in all respects concerning interdistrict student assignment. The Pulaski County desegregation litigation was first filed in 1982. Little Rock School District, et al v. Pulaski County Special School District, et al., Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the then-three (3) Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations. LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD's motion, stating: “The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.” Diamond Cut Performing Arts Academy is also aware of Federal court filings by both the PCSSD and JNPSD to be declared fully unitary. Upon review, Diamond Cut Performing Arts Academy believes that its request for a charter shall have no negative effects on the efforts of the PCSSD and JNPSD to attain unitary status.

II. The Diamond Cut Performing Arts Academy Data

According to the 2017-2018 school year enrollment figures as maintained by the ADE Data Center, NLRSD had a student population of 8427 students. Diamond Cut Performing Arts Academy's 2021-2022 school year projected enrollment of 600 students. Diamond Cut Performing Arts Academy's projected student population would be equal to 0.78% of LRSD's current student population. Under Ark. Code Ann. §6-23-306(6)(A), Diamond Cut Performing Arts Academy must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Diamond Cut Performing Arts Academy will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that Diamond Cut Performing Arts Academy operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public-school district or districts within the state. As explained in more detail above, Diamond Cut Performing Arts Academy's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

Diamond Cut Performing Arts Academy submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD, PCSSD, NLRSD, and JNPSD, nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting an open-enrollment charter school to be located within the boundaries of the Little Rock.

42. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.

Waiver Topic #1	Consolidation, Annexation, and Formation
Arkansas Code Annotated	6-13-1401 et seq
Standard for Accreditation	Consolidation, Annexation, and Formation
ADE Rules	
Rationale for Waiver	Exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
Waiver Topic #2	School Elections
Arkansas Code Annotated	6-14-101 et seq

Standard for Accreditation	School Elections
ADE Rules	
Rationale for Waiver	Exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context. Board of Directors will be voted on by the Charter Management Organization Board of Directors.

Waiver Topic #3	Facilities
Arkansas Code Annotated	6-21-117
Standard for Accreditation	Leased Academic Facilities
ADE Rules	
Rationale for Waiver	Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Diamond Cut Performing Arts Academy to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Waiver Topic #4	Alternative Learning Environment
Arkansas Code Annotated	6-15-1005(b)(5) Safe, equitable, and accountable public schools, 6-18-503(a)(1)(C)(i) Written student discipline policies required, 6-48-101 et seq. Alternative Learning Enviroments
Standard for Accreditation	19.03 Supplementary Educational Opportunities, 19.04 Supplementary Educational Opportunities
ADE Rules	4.0 Special Needs - Alternative Learning Enviroment
Rationale for Waiver	Diamond Cut Performing Arts Academy will strive to provide an individualized approach to students by an alternative approach made possible by the small-sized

	high school environment. Diamond Cut Performing Arts Academy embodies many of the practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming.
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Waiver Topic #5	Board of Directors
Arkansas Code Annotated	6-13-1303 Adoption of Policy, 6-13-620 Powers and Duties, 6-13-619 Meetings, 6-13-611 Vacancies Generally
Standard for Accreditation	
ADE Rules	4.00 School Boards and Rezoning
Rationale for Waiver	This waiver exempts Diamond Cut Performing Arts Academy from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Dr. Anthony D. Bland Foundation, Inc. by-laws. Exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning certified employees. Instead, Diamond Cut Performing Arts Academy will require a vote by classified employees” as defined in Section 6-13-1302.

Waiver Topic #6	Salaries and Compensation
Arkansas Code Annotated	6-17-2201 et seq. Classified School Employee Minimum Salary Act, 6-17-2401 et seq. Teacher Compensation Program of 2003, 6-17-802 Twelve-month contracts for vocational agriculture teachers., 6-17-908 Teachers' salary fund., 6-21-303 Rules
Standard for Accreditation	
ADE Rules	1.00-3.00 School Election Expense Reimbursement
Rationale for Waiver	Diamond Cut Performing Arts Academy seeks

	<p>exemption from this portion of the Education Code. Instead, the Board of Directors for Diamond Cut Performing Arts Academy will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues; annual school calendar, including workdays and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments. Diamond Cut Performing Arts Academy will provide compensation that is competitive with local public-school districts. Diamond Cut Performing Arts Academy reserves the right to determine a specific salary by taking into account the teacher's years of experience, current salary, skill, education, and other qualifications. Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Diamond Cut Performing Arts Academy Board of Directors.</p>
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Waiver Topic #7	Teacher Licensure
Arkansas Code Annotated	6-15-1004 Qualified teachers in every public school classroom -- Definition., 6-17-1302 Definitions, 6-17-201 et seq. Personnel Policies Requirements., 6-17-301 Employment of licensed personnel, 6-17-309 Licensure -- Waiver., 6-17-401 et seq. Licensure Generally, 6-17-902 Definitions, 6-17-919 Warrants void without valid license and contract, 6-17-101 et seq. General Provisions
Standard for Accreditation	15.03 Licensure and Renewal
ADE Rules	Chapter 1-6.3.0 Educator Licensure
Rationale for Waiver	Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Diamond Cut Performing Arts Academy will have the flexibility to identify and hire those individuals

	<p>best suited to facilitate the school’s unique educational program. Diamond Cut Performing Arts Academy ensures that it will hire Arkansas Highly Qualified teachers. Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, Diamond Cut Performing Arts Academy will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Diamond Cut Performing Arts Academy ensures that it will hire Arkansas Highly Qualified teachers. Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code. Instead, the Diamond Cut Performing Arts Academy Campus Director will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a Campus Director with the requisite skills and experience in education and management, Diamond Cut Performing Arts Academy will ensure that its Campus Director will be appropriately qualified to lead the school through extensive training in the school’s educational methodology. Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code. Instead, Diamond Cut Performing Arts Academy will employ all employees on an “at-will” basis. This means that employment with Diamond Cut Performing Arts Academy is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, Diamond Cut Performing Arts Academy may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.</p>
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Waiver Topic #8	Personnel Policies
Arkansas Code Annotated	6-17-1201 et seq. The Teachers' Minimum Sick Leave Law, 6-17-1301 et seq. The School Employees' Minimum Sick Leave Law, 6-17-203 Committee for each school district., 6-17-211 Use of personal leave when administrator or school employee is absent from campus., 6-17-2301 et seq. Personnel Policy Law for Classified Employees, 6-17-117 Non-

	Instructional Duties, 6-17-114 Planning Periods, 6-17-111 Duty Free Lunch
Standard for Accreditation	
ADE Rules	4.0-8.0 School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites
Rationale for Waiver	<p>Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code. Instead, the Board of Directors for Diamond Cut Performing Arts Academy will adopt personnel policies, including, but are 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. Diamond Cut Performing Arts Academy employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies approved by Board of Directors. Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code. As such, minimum sick leave for Diamond Cut Performing Arts Academy teachers will be addressed in the Employee Handbook and will be given at a set rate and not accumulated on a monthly basis. Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, Diamond Cut Performing Arts Academy will have the flexibility to identify and hire those individuals best suited to facilitate the school’s unique educational program. Diamond Cut Performing Arts Academy ensures that it will hire “highly qualified” teachers on an “at-will” basis. Diamond Cut Performing Arts Academy requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, Diamond Cut Performing Arts Academy requests that the time be increased to two-hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both</p>

	instructional and non-instructional duties to achieve efficient and economical operation of the school. The individualized curriculum utilized by Diamond Cut Performing Arts Academy dramatically reduces the time needed by a teacher for instructional planning.
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Waiver Topic #9	Flexible Schedule
Arkansas Code Annotated	6-16-102 School Day, 6-10-106 Uniform dates for beginning and end of school year.
Standard for Accreditation	10.02 Class Size and Teaching Load, 14.03 Unit of Credit: Clock hours, 9.03.4 Required 38 Courses, 10.01.4 Length of School Day
ADE Rules	1.0-7.0 Mandatory Attendance Requirements for Students in Grades Seventh through Twelve
Rationale for Waiver	Exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its at-risk student population by having students complete courses required to gain their High School Diploma. Students work on an individualized pace using a mastery based program that will help them gain credit faster than 120 clock hours. As such, Diamond Cut Performing Arts Academy request that "school day" be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. Students have the ability to choose either the Am or PM session. The instructional day will be extended up to and beyond 6 hours for students in need of additional assistance.

Waiver Topic #10	Administrators
Arkansas Code Annotated	6-13-109 School Superintendent, 6-17-427 Superintendent license -- Superintendent mentoring program required, 6-17-302 Public School Principals -- Qualifications and responsibilities, 6-15-2302 General Business Manager
Standard for Accreditation	15.01 School District Superintendent, 15.02 Principals
ADE Rules	1.0-7.0 Superintendent Mentoring Program, 1.0-5.0 Business Managers Qualifications
Rationale for Waiver	Diamond Cut Performing Arts Academy seeks exemption from this portion of the Education Code.

	<p>Instead, the Diamond Cut Performing Arts Academy Superintendent/Executive Director and Principal/Campus Director will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a Superintendent/Executive Director and Principal/Campus Director with the requisite skills and experience in education and management, Diamond Cut Performing Arts Academy will ensure that its superintendent/executive director and principal/campus director is appropriately qualified to lead the school through extensive training in the school’s educational methodology.</p>
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REQUIRED ATTACHMENTS

1. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:
 - a. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - b. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - c. The last publication date of the notice was no less than seven days prior to the public meeting.
 - d. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

ATTACHMENT 1
501(C)(3) Status Verification

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

SEP 02 2014

Date:

DOCTOR ANTHONY DWAYNE BLAND
FOUNDATION INCORPORATED
C/O JIMMY W MITCHELL
PO BOX 21069
LITTLE ROCK, AR 72221

Employer Identification Number:
46-3953031
DLN:
17053225307004
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
July 31
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
October 24, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

DOCTOR ANTHONY DWAYNE BLAND

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

Sincerely,

A handwritten signature in black ink that reads "Tamera Ripporda". The signature is written in a cursive, flowing style with a large initial 'T'.

Director, Exempt Organizations



**Arkansas Secretary of State
John Thurston**

State Capitol Building ♦ Little Rock, Arkansas 72201-1094 ♦ 501-682-3409

Certificate of Good Standing

I, John Thurston, Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

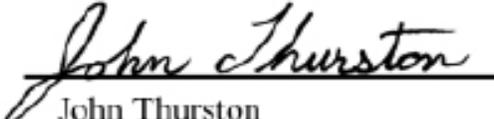
**DOCTOR ANTHONY DWAYNE BLAND FOUNDATION,
INCORPORATED**

authorized to transact business in the State of Arkansas as a Non-Profit Corporation, filed Articles of Incorporation in this office October 24, 2013.

Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.



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 2nd day of May 2020.


John Thurston

Secretary of State
Online Certificate Authorization Code: a0936979abbcca

To verify the Authorization Code, visit sos.arkansas.gov

ATTACHMENT 2
PUBLIC HEARING NOTIFICATION
COMPLIANCE



Anthony Bland <adbfound@gmail.com>

DCPAA Public Hearings Notice

1 message

Anthony Bland <adbfound@gmail.com>

Sat, May 2, 2020 at 11:11 AM

To: Mike.poore@lrzd.org, cmcnulty@pcssd.org, mcgeek@nlrzd.org, kwalters@bryantschools.org, mskelton@bentonschools.org, bduffie@jnpsd.org

As requested by the rules and regulations of the Arkansas Department of Education, Diamond Cut Performing Arts Academy would like to notify each of you concerning our upcoming public hearings. These hearings will be held on May 8, May 15, and May 22 via Zoom due to the current social distancing requirements. If you have any questions or concerns, please feel free to email us at adbfound@gmail.com.

Thank you,

Diamond Cut Performing Arts Academy

Conway notebook

JEANNIE ROBERTS ARKANSAS DEMOCRAT-GAZETTE UCA official wins '20 national award

Amy Baldwin, the director of student transitions at the University of Central Arkansas in Conway, was awarded the 2020 First-Year-Student Advocate Award from the National Resource Center for the First-Year Experience & Students in Transition at the University of South Carolina.

Baldwin was one of 10 who received the award, which honors college faculty members, administrators, staff members and students for their work with first-year students and for the impact their efforts have on the students and culture of their institutions.

"This is an incredible honor to be nominated by UCA and then chosen from a list of what I know were worthy candidates," said Baldwin. "It is hard to think of the work that I do and not think of the students who need us to advocate for them every day. The honor that is the ability to change a life just by listening, giving advice or teaching is not lost on me. I am grateful that I can do for first-year students what they have done for me — helped me

learn how to be better."

Police arrest teen in April 22 slaying

Conway Police Department officers Tuesday arrested a 17-year-old suspect in the Jacksonville slaying of 27-year-old Chad Thomas on April 22.

Officers located the 17-year-old boy, whose name was being withheld, on Choate Street and arrested him at 11:40 a.m. Tuesday, said Conway Police Department Public Information Officer LaTresha Woodruff.

The teen is believed to be one of four people involved in Thomas' killing, according to reports. Thomas was found at 7018 S. First St. in Jacksonville suffering from gunshot wounds. He was taken to the hospital where he later died.

Another suspect in the slaying, Dywai Weems-Wells, 21, was arrested April 24 and booked into the Pulaski County jail.

Performance hall sets season reveal

The Reynolds Performance Hall season debut party will be held virtually this year through various social media platforms, said director Amanda Horton.

"We typically have a season

debut party where we reveal our season to all of our season subscribers and donors," Horton said. "That same night we also announce the season through our website, emails and social media platforms. Unfortunately, this year due to the covid-19 pandemic we aren't able to have the party."

Horton said the performance hall's subscribers were notified of the decision Tuesday.

The new season — which begins in November — will be announced on June 1 using news releases and emails along with the social media platforms and website.

"We are having a fun contest leading up to this date where the community can enter to win series packages and individual tickets," Horton said. "Starting May 20th, we will have a 'Guess our Season' promotion going on our social media accounts."

UCA grads receive virtual accolades

University of Central Arkansas President Houston Davis began last week sending out video messages to the university's spring graduates.

The videos — which also

include messages from the provost, deans and others — congratulate the graduates on their achievement and lists the names of each graduate by college.

The coronavirus pandemic caused the traditional spring commencement ceremony, usually held in early May, to be delayed until Aug. 7-8.

The videos will also be incorporated into social media celebrations of the graduates, which can be easily shared with friends and family, Davis said in a news release.

All earned diplomas will be mailed to students at the completion of their degree requirements along with the diploma cover, any earned university honors cords and several other items.

"We are finalizing the details regarding the schedule of the commencement ceremonies on Aug. 7 and 8 and will get those details to you as soon as they are set," Davis said.

Anthony quits; Bell to manage airport

Michelle Anthony, Conway's first female airport director, resigned on April 10 to "pursue other interests," said city of Conway spokesman Bobby Kelly.

Jack Bell will serve as interim director "indefinitely," Kelly said.

Anthony, whose annual salary was \$70,000, was hired in April 2019 after the previous airport director, Josh Zylks was terminated in March amid allegations of dishonesty and rule violations, according to documents previously obtained by the *Arkansas Democrat-Gazette* under the Arkansas Freedom of Information Act.

Zylks and Anthony vied for the Conway job in 2014, but Anthony said she pulled out of the running because the position didn't mesh well with raising her teenage daughter at the time.

Anthony accepted the Conway position while acting as the airport director at Arkadelphia, a position she had held since 2016.

DIAMOND CUT PERFORMING ARTS ACADEMY

To comply with the legal standard of the Arkansas Department of Education, would like to serve notice of three public hearings hosted on ZOOM, due to current social distancing regulations.

Meeting dates:

May 8, 2020 at 6:00 p.m. CST

Zoom ID: 820-7974-1345

May 15, 2020 at 6:00 p.m. CST

Zoom ID: 820-2265-2111

May 22, 2020 at 6:00 p.m. CST

Zoom ID: 865-0001-8489

We would like to thank you in advance for your time and support for questions email adbfound@gmail.com

OUR TOWN

North Little Rock notebook

STEPHEN SIMPSON ARKANSAS DEMOCRAT-GAZETTE Digital next step for 2 library clubs

The William F. Lomen Pub-

Ladybird, the 2017 film written and directed by Greta Gerwig.

The film can be accessed for free through the library's Kanopy film subscription.

link on the library's Facebook page.

Free Creativebug classes available

businesses afloat, Mayor Joe Smith announced in his weekly covid-19 briefing Friday.

Smith said small businesses are the "backbone" of the city, and officials must do all they can to help them survive.

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of Personal Experience of a COLLECTION OF HY-

Education notebook

CYNTHIA HOWELL ARKANSAS DEMOCRAT-GAZETTE

44 districts to get building-fix funds

The Little Rock, Springdale, Pine Bluff, Watson Chapel, Hall, Van Buren and Lake Hamilton school districts are among the 44 districts now set to receive Arkansas Academic Facilities Partnership money in the coming fiscal year.

That state money — a total \$64.7 million — will help districts replace roofs, install fire alarm systems and update heating and air-conditioning systems, as well as build a handful of new and replacement schools.

In Little Rock, the promised state aid amounts to almost \$100,000 to go toward the roof replacements at Jefferson and Baseline elementaries.

Springdale School District is on the list to receive more than \$6 million for roof, plumbing, electrical and ventilation system work, as as

MORE CONTENT

List of school construction projects approved for the coming fiscal year
arkansasonline.com/510school/



well convert space at a total of five campuses.

About \$1.4 million is allotted for Pine Bluff is for heating and air-conditioning work at three sites, including the high school gymnasium.

The state's share of a project cost is determined by a district's student enrollment and its local property tax wealth, with wealthier districts qualifying for smaller percentages of the state building aid.

Districts' hearings schedule released

U.S. District Chief Judge D. Price Marshall Jr. has finalized the dates for court hearings this year that are to help him determine whether the

Pulaski County Special and Jacksonville/North Pulaski school systems have met their desegregation commitments.

"We will proceed in two phases," Marshall wrote in an order last week after meeting with attorneys for all of the parties. "The trial on PCSSD issues will begin 14 July 2020, as previously planned, and wrap up by the end of the month. And the trial on JN-PSD issues will be held from 5 October 2020 through 16 October 2020.

"Holding Court on Columbus Day is a possibility, dependent on how the trial is progressing," the judge wrote.

Marshall further directed the attorneys for the school districts and for the black students who are known as the McClendon/Ellis intervenors to confer and submit to him by May 29 a plan for his touring of newly constructed school buildings in the two districts.

The condition of school buildings is one of the factors in determining whether the districts are entitled to be

declared unitary and released from federal court supervision.

Education Board meeting Thursday

The Arkansas Board of Education is holding its regular monthly business meeting at 10 a.m. Thursday.

Because of the covid-19 pandemic and the call for physical distancing, the Education Board meeting will be available for public viewing only by livestream at the following link: <https://bit.ly/2Wegw3S>.

Comments from the public to the Education Board can be sent by email or by U.S. mail. To ensure state Education Board members have sufficient time to review the comments, public comments should be received by 10 a.m. Wednesday. Comments can be emailed to gina.windle@arkansas.gov or mailed to the Arkansas Department of Education, Division of

Elementary and Secondary Education, #4 Capitol Mall, Room 304-A, Little Rock, AR 72201.

The agenda for the meeting is available at <https://bit.ly/3fAIOOA>.

Landry named '20 principal of year

Darin Landry, principal at Lakeside High School in Hot Springs, has been named the 2020 Principal of the Year by the Arkansas Association of Secondary School Principals.

Landry was a leader in developing his school's Second Chance Policy program, which allows suspended students to complete community service hours and have access to a drug and alcohol abuse program, while keeping their status at the high school. They also complete class assignments during their suspension.

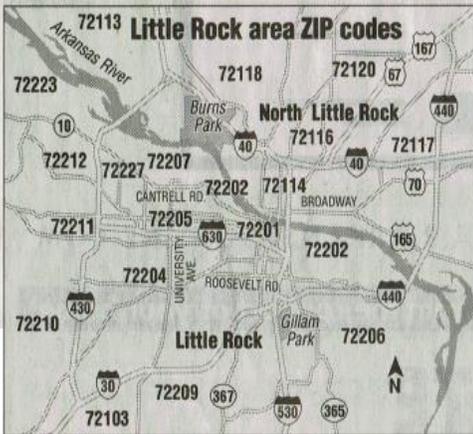
"Throughout my time as an assistant principal, this policy has helped change the

mindset of discipline," said Landry. "Instead of simply punishing students, we now focus on educating students on their choices and behaviors."

Landry has also championed the Lakeside Legacy Program, which allows students to obtain an associate degree from National Park College while still in high school; the Project Search program where students can participate in on-site job training in partnership with CHI St. Vincent Hospital; and the Future of Lakeside Committee, a group of parents, teachers, students and administrators dedicated to finding a better way to rank students.

The secondary principal selected as Arkansas Association of Secondary School Principals Principal of the Year will have the opportunity to represent Arkansas at the National Association of Secondary School Principals Conference in National Harbor, Md., on July 7-9.

Burglaries



The following burglaries are from reports collected from the Little Rock and North Little Rock police departments. The names listed are of people who reported a burglary and the dates are when the crime is believed to have taken place. Cammack Village data are not included.

Little Rock

- 72201**
- 401 President Clinton Ave., commercial, Christopher Ketterman, 3:32 a.m. May 2, property valued at \$100.
- 72202**
- 913 McMath Ave., commercial, Christopher Patton, 12:55 a.m. May 5, property value unknown.

Little Rock and North Little Rock CRIME MAPS

arkansasonline.com/crime

- 8 Wynne Circle., residential, Calipso Ramirez, 3 p.m. May 5, property value \$2,001.
 - 2115 S. Harrison, residential, Ruben Mandujano, 7 p.m. May 5, property valued at \$500.
- 72205**
- 205 Dryad Lane, residential, Lanisha Erby, 6:25 p.m. May 5, property valued at \$725.
- 72206**
- 1600 Main St., commercial, Matthew

U.S. declares major disaster over Jonesboro-area storms

WILLIAM SANDERS
ARKANSAS DEMOCRAT-GAZETTE

President Donald Trump has declared a major disaster related to severe storms that ripped through Jonesboro and Craighead County on March 28, the Federal Emergency Management Agency announced Saturday in a news release.

Straight-line winds pummeled the county and a tornado ripped through part of a business district in Jonesboro, causing extensive damage.

The declaration also paves the way for federal funding to be made available to the state, some local governments and certain nonprofit organizations on a cost-sharing basis, the release said.

The tornado that ripped through Craighead County caused an estimated \$7.9 million in damage to public buildings and infrastructure, according to Arkansas Department of Emergency Management spokeswoman Melody Daniel. An estimated \$3.6 mil-

and Tom Cotton, and Reps. Rick Crawford, French Hill, Steve Womack and Bruce Westerman, mentioned in their letter that the state has had 16 major disaster declarations since 2011, and the state is still recovering from 12 of them, which have occurred since January 2018.

"Simply put, we believe the severe magnitude of these weather events warrant supplementary Federal assistance," the letter said. It added that the state is still dealing with financial hardships from those extreme weather events, and now from the coronavirus, leaving businesses and agriculture enterprises reeling.

In a news release issued Saturday from Boozman's office the state's lawmakers said "we are pleased with this quick response from the administration which will provide financial assistance to speed up recovery efforts" in the disaster-hit areas.

"President Trump's swift

regarding two Oct. 21 tornadoes that caused an estimated \$6.5 million in damage.

An estimated \$5.5 million of that damage was for equipment and power lines owned by the Siloam Springs Electric Department and the Carroll Electric Cooperative.

If granted, FEMA would have covered 75% of the cleanup and report costs.

Instead, the state emergency management department will cover 35% of those costs up to \$500,000 per entity, according to reports.

DIAMOND CUT PERFORMING ARTS ACADEMY

To comply with the legal standard of the Arkansas Department of Education, would like to serve notice of three public hearings hosted on ZOOM, due to current social distancing regulations.

Meeting dates:

- May 8, 2020 at 6:00 p.m. CST
Zoom ID: 820-7974-1345
- May 15, 2020 at 6:00 p.m. CST
Zoom ID: 820-2265-2111
- May 22, 2020 at 6:00 p.m. CST
Zoom ID: 865-0001-8489

We would like to thank you in advance for your time and support for questions email adbfound@gmail.com

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• Continued from Page 1B

what was necessary for the daily operations of the agency," she wrote.

Shepherd and House Democratic leader Fred Love of Little Rock approved the governor's request of \$825,000 for Henderson, while House Republican leader Marcus Richmond of Gravelly rejected the request, said House spokeswoman Cecillea Pond-Mayo.

Hendren and Senate Republican leader Bart Hester of Cave Springs said they rejected the request, while Senate Democratic leader Keith Ingram of West Memphis said he approved it.

Under a state law approved in the March 26-28 special session, the consent approval of two of three leaders or their designees in the House and Senate is required to approve requests for the covid-19 rainy-day money.

Hendren said Monday that he decided to deny the request for Henderson in part because he was clear to senators when he presented the bill creating the fund in

the special session that "this two out of three legislators on both [ends of the] approval process was only going to be used in an emergency when there was not time to go through the normal processes."

"I didn't feel like a request for [funds from] an institution of higher ed to prevent furloughs several weeks down the road was in the spirit of approving that under those emergency procedures," he said.

Hendren said the governor's request should have been presented to at least the Legislative Council and preferably both the Legislative Council and its Performance Evaluation and Expenditure Review Subcommittee, "so that was the first problem and really the major problem."

"I am not certain whether or not that's the best use of our covid-19 rainy-day fund, and so if I am not certain and it's not an emergency, it needs to have more fleshing out through the regular process," he said.

The subcommittee met last Wednesday and the council met Friday.

Hendren said his second

Hendren and Senate Republican leader Bart Hester of Cave Springs said they rejected the request, while Senate Democratic leader Keith Ingram of West Memphis said he approved it.

reason for rejecting the governor's request for Henderson is because "we all know that we were just in the process of getting ready to have some [legislative] hearings on Henderson State about [its] financial irregularities and the management oversight."

"While we don't want to punish those that had nothing to do with that, we also have to have certainty that any future dollars are going to be well-managed," Hendren said. "We don't have that. There is a lot of members who still are uneasy

about what is going on there. Until those questions are answered, I wasn't comfortable approving it.

"There is nothing to say that [Legislative Council] could not approve that request still," he said. "Now, we don't have another meeting until June and that may be too late. But if there were a request and a desire, we have proven we can meet now. ... So if it's urgent and they feel like they want to present that, I would be willing to accommodate it, a meeting [of the Legislative Council], if that's important. I am not going to make a practice of approving rules under that emergency process when the normal process is available."

Hutchinson is Hendren's uncle.

Hester said he rejected the request for Henderson because "we have a supply-and-demand issue," and there isn't enough demand for students to attend the university.

"If the numbers don't work, the numbers don't work," he said.

Hester said students have other options, such as the state's other higher-educational institutions.

tion institutions.

Ingram said he approved the request because he doesn't want to punish Henderson's employees for the sins of the university's previous administration.

Arkansas State University Chancellor Charles Welch and Henderson's acting President Elaine Kneebone said in an April 30 letter to the governor that it appeared Henderson was on the road to a financial recovery when the pandemic hit.

They wrote that the requested funds would "avoid the need for furloughs of Henderson employees this fiscal year," they wrote in their letter.

"Henderson has already implemented the deepest cuts in spending possible without fundamentally disrupting its core operations," Welch and Kneebone wrote.

Hutchinson on Monday reiterated his support for Henderson.

"I realize they have made mistakes in the past, but we don't want to penalize the future for mistakes that might have been made in the past," Hutchinson said in a written statement. "We want to cor-

rect things.

"We want to have them on a good foundation for the students' future and the future of that school, that I believe is important for the state," the governor said. "I know there was some concern by the two senators that this issue should go to the full [Legislative Council]. We hope to have further discussions on the right way to proceed with this request."

The general revenue budget for fiscal 2020 was cut by \$353 million to \$5.38 billion, citing the shift of the state's individual income tax filing and payment deadline from April 15 to July 15 and a projected reduction in tax collections in the last three months of the fiscal year because of the pandemic.

Beyond the planned transfer to the Crime Lab, the rainy-day fund also has been tapped for \$15.4 million to reimburse the state Department of Corrections and for \$5.7 million to reimburse the University of Arkansas for Medical Sciences, both for the loss of general revenue from recent budget cuts, Walther said in a letter to lawmakers.

Swimming spot



A turtle swims Monday afternoon in the waters of the Little Maumelle River in Little Rock. (Arkansas Democrat-Gazette/John Sykes Jr.)

Casino

• Continued from Page 1B

last week. Those protocols were contained in a detailed, 34-page health and sanitation protocols plan that was submitted to the state for review and approval.

Whitfield explained his reasoning behind the resolution, expressing fear that a new spike of covid-19 infections could hit the city in coming days as more businesses open and more people begin moving about in public.

"The bottom line is to protect and promote the public health of our citizens," he said. "I just think it's going to be a terrible, terrible day a few weeks from now. I hope not, but I think we'll be allowing it to happen if we vote against this."

Brown questioned whether the council had the authority to make the request. "We have the authority to ask," Whitfield responded. "This doesn't say we're pulling the plug. When people come to Pine Bluff it's always a partnership, that's what people tell us. Well, if we're in a partnership we should be able to ask certain things of our other partners."

He said it would be up to the casino management whether to honor the request, stressing that it would only be voluntary.

"By asking, we can look at our citizens and say we tried our best not to create a hot spot in our community," Whitfield added.

"I'm just asking if we

MORE CONTENT

Full coverage of casinos in Arkansas
arkansasonline.com/casinos/



Full coverage of coronavirus
arkansasonline.com/coronavirus

"I don't care what the governor says," said Lockett, voicing his support for the resolution. "It don't make common sense to open these casinos, so anybody I'm re-

lated to, I'm advising them not to go."

The resolution failed by a vote of five against and three in favor.

Casino officials declined to release attendance numbers Monday, but Carlton Saffa, project manager for Saracen Development, said the opening was successful.

"I can say we saw hundreds and hundreds in the door Monday and at opening we had socially distanced lines awaiting entry," Saffa said.

DIAMOND CUT PERFORMING ARTS ACADEMY

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Zoom ID: 865-0001-8489
We would like to thank you in advance for your time and support for question's email
acbfound@gmail.com

Notice of Public Hearing Bridges-2-Success Youth Center

plans to submit an application to the Arkansas Department of Education to open a public charter school in Southwest Little Rock, Arkansas for 6-8th grade students.

Due to Covid 19, an online hearing through Zoom will be held:

Wednesday, May 27, 2020
5:00 pm - 6:00 pm

Sign-in using code:
785-3429-9848

The general public is invited to join. Questions may be directed to:
b2southcenter@gmail.com

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North Little Rock, AR 72113

Diamond Cut Performing Arts Academy

Public Meeting

Friday May 8, 2020 6:00 p.m. Zoom ID: 820-7974-1345

Friday May 15, 2020 6:00 p.m. Zoom ID: 820-2265-2111

Friday May 22, 2020 6:00 p.m. Zoom ID: 865-0001-8489

**Place: Online Zoom.com due to
Current social distancing regulations**

AGENDA

- I. Welcome
- II. Introduction of Dr. Anthony D. Bland Foundation, Inc.
- III. Diamond Cut Performing Arts Academy Model
- IV. Timeline for application and approval process
- V. Questions and Comments
- VI. Adjournment

ATTACHMENT 3
PROJECTED SCHOOL CALENDAR

LITTLE ROCK SCHOOL DISTRICT
STUDENT CALENDAR
2020-2021

*STUDENTS FIRST DAY - AUGUST 13
BOARD APPROVAL 02-27-20

MONTH	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	ST DAY	WV SV H	WD PC R	PD	TCD	
JULY			1	2	H 3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
AUGUST	3	NEO 4	PD 5	PD 6	PD 7	WD/ACT 1009 11	WD 12	*																		13	0	2	4	19	
SEPTEMBER		1	2	3	4	H 7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21	1	0	0	21	
OCTOBER				1	2	5	6	7	8	PC 9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	0	1	0	22	
NOVEMBER	2	3	4	PD 5	PD 6	9	10	11	12	13	16	17	18	19	20	H 23	H 24	H 25	H 26	H 27	30						14	5	0	2	16
DECEMBER		1	2	3	4	7	8	9	10	11	14	15	16	17	18	[43] WV 21	WV 22	WV 23	WV 24	H 25	WV 28	WV 29	WV 30	WV 31		14	9	0	0	14	
JANUARY '21				H 1	RWD 4	5	6	7	8	11	12	13	14	15	H 18	19	20	21	22	25	26	27	28	29		18	2	1	0	19	
FEBRUARY	1	2	3	4	5	8	9	10	11	PC 12	H 15	16	17	18	19	22	23	24	25	26						18	1	1	0	19	
MARCH	1	2	3	4	5	8	9	10	11	[46] 12	15	16	17	18	19	SV 22	SV 23	SV 24	SV 25	SV 26	29	30	31			18	5	0	0	18	
APRIL				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	22	0	0	0	22	
MAY	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	[49] 27	RWD 28	H 31					19	1	1	0	20	
JUNE		IW 1	IW 2	IW 3	IW 4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			0	0	0	0	0	
TOTALS																									178	24	6	6	190		

Legend	
*	1st Day Students
[]	End Quarter
WV	Winter Vacation
SV	Spring Break
ST DAY	Student Days
IW	Inclement Weather Make-Up Day
*PC - Parent Conference	October 8th (3 hours after school)
	October 9th 8:00-12:00 (Elementary) 9:00-1:00 (Secondary)
	February 11th (3 hours after school)
	February 12th 8:00-12:00 (Elementary) 9:00-1:00 (Secondary)
H	Holiday
PD	Professional Development
RWD	Record Days/Work Days
NEO	NEO-New Employee Orientation
TCD	Total Contract Days
#	Last Day Students

STUDENTS DO NOT ATTEND ON THE DAYS SHADED ABOVE

1st Quarter = 40 student days
2nd Quarter = 43 student days
3rd Quarter = 46 student days
4th Quarter = 49 student days
TOTAL = 178 STUDENT DAYS

ATTACHMENT 4
PERSONNEL SALARY SCHEDULE

**2020 Application
Open-Enrollment Public Charter School
Personnel Salary Schedule**

		Administrative Positions:		2021-2022	2021-2022	2022-2023	2022-2023
Line #	List Positions	No. FTEs	Salary	No. FTEs	Salary	No. FTEs	Salary
1	+ - Superintendent/Exec. Director	1	\$150,000.00	1	\$150,000.00	1	\$150,000.00
2	+ - Chief Financial Officer	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
3	+ - Chief Legal Officer	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
4	+ - Human Resource Director	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
6	+ - Chief Information Officer	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
6	+ - Public Affairs Director	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
7	+ - Chief of Security	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
8	+ - Chief Facility Manager & Custodian Director	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
9	+ - Campus Director	1	\$100,000.00	1	\$100,000.00	1	\$100,000.00
10	+ - Assistant Campus Directors	1	\$80,000.00	2	\$80,000.00	2	\$80,000.00
11	+ - Department Chairs	5	\$50,000.00	5	\$50,000.00	5	\$50,000.00
12	+ - Acad. Department Chairs	7	\$45,000.00	7	\$45,000.00	7	\$45,000.00
13	+ - Executive Administrative Assistant	1	\$30,000.00	1	\$30,000.00	1	\$30,000.00
14	Subtotal:		\$1,625,000.00		\$1,705,000.00		\$1,705,000.00
16	Fringe Benefits (rate used 25 %)		\$406,250.00		\$426,250.00		\$426,250.00
16	Total Administrative Positions:		\$2,031,250.00		\$2,131,250.00		\$2,131,250.00
		Regular Classroom Instruction:		2021-2022	2021-2022	2022-2023	2022-2023
		No. FTEs	Salary	No. FTEs	Salary	No. FTEs	Salary
17	Teachers	20	\$40,000.00	30	\$40,000.00	30	\$40,000.00
18	Aides						
19	Subtotal:		\$800,000.00		\$1,200,000.00		\$1,200,000.00
20	Teacher Fringe Benefits (rate used 25 %)		\$200,000.00		\$300,000.00		\$300,000.00
21	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00		\$0.00
22	Total Regular Classroom Instruction:		\$1,000,000.00		\$1,500,000.00		\$1,500,000.00
		Special Education:		2021-2022	2021-2022	2022-2023	2022-2023
		No. FTEs	Salary	No. FTEs	Salary	No. FTEs	Salary
23	Teachers	1	\$40,000.00	1	\$40,000.00	1	\$40,000.00
24	Aides	1	\$40,000.00	1	\$40,000.00	1	\$40,000.00
26	Subtotal:		\$80,000.00		\$80,000.00		\$80,000.00
26	Teacher Fringe Benefits (rate used 25 %)		\$10,000.00		\$10,000.00		\$10,000.00
27	Aide Fringe Benefits (rate used 25 %)		\$10,000.00		\$10,000.00		\$10,000.00
28	Total Special Education:		\$100,000.00		\$100,000.00		\$100,000.00
		Gifted and Talented Program:		2021-2022	2021-2022	2022-2023	2022-2023
		No. FTEs	Salary	No. FTEs	Salary	No. FTEs	Salary
29	Teachers	1	\$40,000.00	1	\$40,000.00	1	\$40,000.00
30	Aides						
31	Subtotal:		\$40,000.00		\$40,000.00		\$40,000.00
32	Teacher Fringe Benefits (rate used 25 %)		\$10,000.00		\$10,000.00		\$10,000.00
33	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00		\$0.00
34	Total Gifted and Talented Program:		\$50,000.00		\$50,000.00		\$50,000.00

Alternative Education Program/ Alternative Learning Environments:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
36	Teachers	1	\$40,000.00	1	\$40,000.00
38	Aides	1	\$40,000.00	1	\$40,000.00
37	Subtotal:		\$80,000.00		\$80,000.00
38	Teacher Fringe Benefits (rate used 25 %)		\$10,000.00		\$10,000.00
39	Aide Fringe Benefits (rate used 25 %)		\$10,000.00		\$10,000.00
40	Total Alternative Education Program/ Alternative Learning Environments:		\$100,000.00		\$100,000.00

English Language Learner Program:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
41	List Positions				
42	Subtotal:		\$0.00		\$0.00
43	Fringe Benefits (rate used %)		\$0.00		\$0.00
44	Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
45	List Positions				
46	Guidance Counselors	1	\$50,000.00	2	\$50,000.00
46	Subtotal:		\$50,000.00		\$100,000.00
47	Fringe Benefits (rate used 25 %)		\$12,500.00		\$25,000.00
48	Total Guidance Services:		\$62,500.00		\$125,000.00

Health Services:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
49	List Positions				
49	Nurse	1	\$40,000.00	1	\$80,000.00
50	Subtotal:		\$40,000.00		\$80,000.00
51	Fringe Benefits (rate used 25 %)		\$10,000.00		\$20,000.00
52	Total Health Services:		\$50,000.00		\$100,000.00

Media Services:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
53	List Positions				
53	Media Specialist	1	\$40,000.00	1	\$40,000.00
54	Subtotal:		\$40,000.00		\$40,000.00
55	Fringe Benefits (rate used 25 %)		\$10,000.00		\$10,000.00
56	Total Media Services:		\$50,000.00		\$50,000.00

Fiscal Services:		2021-2022 No. FTEs	2021-2022 Salary	2022-2023 No. FTEs	2022-2023 Salary
57	List Positions				
58	Subtotal:		\$0.00		\$0.00
59	Fringe Benefits (rate used %)		\$0.00		\$0.00
60	Total Fiscal Services:		\$0.00		\$0.00

Maintenance and Operation:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
01	<input type="checkbox"/>	<input type="checkbox"/>	Custodians	2	\$30,000.00	3	\$30,000.00
02	<input type="checkbox"/>	<input type="checkbox"/>	Security Personnel	2	\$30,000.00	3	\$30,000.00
03	<input type="checkbox"/>	<input type="checkbox"/>	LRPD	1	\$40,000.00	1	\$40,000.00
04	Subtotal:				<u>\$160,000.00</u>		<u>\$220,000.00</u>
05	Fringe Benefits (rate used 25 %)				<u>\$40,000.00</u>		<u>\$55,000.00</u>
06	Total Maintenance and Operation:				<u>\$200,000.00</u>		<u>\$275,000.00</u>
Pupil Transportation:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
07	<input type="checkbox"/>	<input type="checkbox"/>	Drivers and Vehicles Operation Costs	1	\$350,000.00	1	\$350,000.00
08	Subtotal:				<u>\$350,000.00</u>		<u>\$350,000.00</u>
09	Fringe Benefits (rate used 25 %)				<u>\$87,500.00</u>		<u>\$87,500.00</u>
10	Total Pupil Transportation:				<u>\$437,500.00</u>		<u>\$437,500.00</u>
Food Services:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
11	<input type="checkbox"/>	<input type="checkbox"/>	Food and Nutrition Staff	3	\$30,000.00	3	\$30,000.00
12	Subtotal:				<u>\$90,000.00</u>		<u>\$90,000.00</u>
13	Fringe Benefits (rate used 25 %)				<u>\$22,500.00</u>		<u>\$22,500.00</u>
14	Total Food Services:				<u>\$112,500.00</u>		<u>\$112,500.00</u>
Data Processing:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
15	<input type="checkbox"/>	<input type="checkbox"/>					
16	Subtotal:				<u>\$0.00</u>		<u>\$0.00</u>
17	Fringe Benefits (rate used %)				<u>\$0.00</u>		<u>\$0.00</u>
18	Total Data Processing:				<u>\$0.00</u>		<u>\$0.00</u>
Substitute Personnel:				2021-2022	2021-2022	2022-2023	2022-2023
List Positions				No. FTEs	Salary	No. FTEs	Salary
19	Number of Certified Substitutes			5	\$25,000.00	10	\$25,000.00
20	Number of Classified Substitutes						
21	Subtotal:				<u>\$125,000.00</u>		<u>\$250,000.00</u>
22	Certified Fringe Benefits (rate used %)				<u>\$0.00</u>		<u>\$0.00</u>
23	Classified Fringe Benefits (rate used %)				<u>\$0.00</u>		<u>\$0.00</u>
24	Total Substitute Personnel:				<u>\$125,000.00</u>		<u>\$250,000.00</u>
25	TOTAL EXPENDITURES FOR SALARIES:				<u>\$4,318,750.00</u>		<u>\$5,231,250.00</u>

**2020 Application
Open-Enrollment Public Charter School
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
Line #	2021-2022				
1	Number of Students	800 X \$6,781.00	State Foundation Funding	\$4,068,600.00	
2	Number of Students	800 X \$27.40	Professional Development	\$16,440.00	
3	Number of Students	800 X \$1,051.00	NSL Funding: 70-89% <input type="checkbox"/>	\$630,600.00	
4	<input type="checkbox"/> <input type="checkbox"/>	Number of Students	X Other: <i>Explain Below</i>		
5	<input type="checkbox"/> <input type="checkbox"/>	Number of Students	X Other: <i>Explain Below</i>		
6	<input type="checkbox"/> <input type="checkbox"/>	Number of Students	X Other: <i>Explain Below</i>		
7	<input type="checkbox"/> <input type="checkbox"/>	Number of Students	X Other: <i>Explain Below</i>		
2022-2023					
8	Number of Students	800 X \$6,781.00	State Foundation Funding		\$5,424,800.00
9	Number of Students	800 X \$27.40	Professional Development		\$21,920.00
10	Number of Students	800 X \$1,051.00	NSL Funding: 70-89% <input type="checkbox"/>		\$840,800.00
11	<input type="checkbox"/> <input type="checkbox"/>	Number of Students	X Other: <i>Explain Below</i>		
12	Total State Public Charter School Aid:			\$4,715,640.00	\$6,287,520.00
Federal Charter School Aid:				<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
13	Title I			\$50,000.00	\$50,000.00
14	Special Education			\$20,000.00	\$20,000.00
15	Child Nutrition			\$10,000.00	\$10,000.00
16	Other:				
16	<input type="checkbox"/> <input type="checkbox"/>				
17	Total Federal Charter School Aid:			\$80,000.00	\$80,000.00
Other Sources of Revenues:				<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>					
18	Private Donations or Gifts				
19	Special Grants (<i>List the amount</i>)				
20	Other (<i>Specifically Describe</i>)				
20	<input type="checkbox"/> <input type="checkbox"/>				
21	Total Other Sources of Revenues:				
22	TOTAL REVENUES:			\$4,795,640.00	\$6,367,520.00

EXPENDITURES

		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
Administration:			
23	Salaries and Benefits	<u>\$2,031,250.00</u>	<u>\$2,131,250.00</u>
	Purchased Services (List Vendors Below)		
24	+ - V - AD 1		
25	Supplies and Materials		
26	Equipment		
	Other (List Below)		
27	+ -		
28	Total Administration:	<u>\$2,031,250.00</u>	<u>\$2,131,250.00</u>
Regular Classroom Instruction:			
29	Salaries and Benefits	<u>\$1,000,000.00</u>	<u>\$1,500,000.00</u>
	Purchased Services (List Vendors Below)		
30	+ - V - CI 1		
31	Supplies and Materials		
32	Equipment		
	Other (List Below)		
33	+ -		
34	Total Regular Classroom Instruction:	<u>\$1,000,000.00</u>	<u>\$1,500,000.00</u>
Special Education:			
35	Salaries and Benefits	<u>\$100,000.00</u>	<u>\$100,000.00</u>
	Purchased Services (List Vendors Below)		
36	+ - V - SE 1		
37	Supplies and Materials		
38	Equipment		
	Other (List Below)		
39	+ -		
40	Total Special Education:	<u>\$100,000.00</u>	<u>\$100,000.00</u>
Gifted and Talented Program:			
41	Salaries and Benefits	<u>\$50,000.00</u>	<u>\$50,000.00</u>
	Purchased Services (List Vendors Below)		
42	+ - V - GT 1		
43	Supplies and Materials		
44	Equipment		
	Other (List Below)		
45	+ -		
46	Total Gifted and Talented Program:	<u>\$50,000.00</u>	<u>\$50,000.00</u>

		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
Alternative Education Program/ Alternative Learning Environments:			
47	Salaries and Benefits	\$100,000.00	\$100,000.00
	Purchased Services (List Vendors Below)		
48	+ - V - ALE 1		
49	Supplies and Materials		
50	Equipment		
	Other (List Below)		
51	+ -		
52	Total Alternative Education Program/ Alternative Learning Environments:	\$100,000.00	\$100,000.00
English Language Learner Program:			
53	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
54	+ - V - ELL 1		
55	Supplies and Materials		
56	Equipment		
	Other (List Below)		
57	+ -		
58	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:			
59	Salaries and Benefits	\$62,500.00	\$125,000.00
	Purchased Services (List Vendors Below)		
60	+ - V - GS 1		
61	Supplies and Materials		
62	Equipment		
	Other (List Below)		
63	+ -		
64	Total Guidance Services:	\$62,500.00	\$125,000.00
Health Services:			
65	Salaries and Benefits	\$50,000.00	\$100,000.00
	Purchased Services (List Vendors Below)		
66	+ - V - HS 1		
67	Supplies and Materials		
68	Equipment		
	Other (List Below)		
69	+ -		
70	Total Health Services:	\$50,000.00	\$100,000.00
Media Services:			
71	Salaries and Benefits	\$50,000.00	\$50,000.00
	Purchased Services (List Vendors Below)		
72	+ - V - MS 1		
73	Supplies and Materials		
74	Equipment		
	Other (List Below)		
75	+ -		
76	Total Media Services:	\$50,000.00	\$50,000.00

		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
Fiscal Services:			
77	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
78	+ - V - FS 1		
79	Supplies and Materials		
80	Equipment		
	Other (List Below)		
81	+ -		
82	Total Fiscal Services:	<u>\$0.00</u>	<u>\$0.00</u>
Maintenance and Operation:			
		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
83	Salaries and Benefits	<u>\$200,000.00</u>	<u>\$275,000.00</u>
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
84	+ - V - MO 1 Utilities	\$60,000.00	\$60,000.00
85	Supplies and Materials	\$50,000.00	\$50,000.00
86	Equipment		
	Other (List Below)		
87	+ -		
88	Total Maintenance and Operation:	<u>\$310,000.00</u>	<u>\$385,000.00</u>
Pupil Transportation:			
		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
89	Salaries and Benefits	<u>\$437,500.00</u>	<u>\$437,500.00</u>
	Purchased Services (List Vendors Below)		
90	+ - V - PT 1		
91	Supplies and Materials		
92	Equipment		
	Other (List Below)		
93	+ -		
94	Total Pupil Transportation:	<u>\$437,500.00</u>	<u>\$437,500.00</u>
Food Services:			
		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
95	Salaries and Benefits	<u>\$112,500.00</u>	<u>\$112,500.00</u>
	Purchased Services (List Vendors Below)		
96	+ - V - FD 1		
97	Supplies and Materials		
98	Equipment		
	Other (List Below)		
99	+ -		
100	Total Food Services:	<u>\$112,500.00</u>	<u>\$112,500.00</u>
Data Processing:			
		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
101	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
102	+ - V - DP 1		
103	Supplies and Materials		
104	Equipment		
	Other (List Below)		
105	+ -		
106	Total Data Processing:	<u>\$0.00</u>	<u>\$0.00</u>

		<u>2021-2022 Amount:</u>	<u>2022-2023 Amount:</u>
Substitute Personnel:			
107	Salaries and Benefits	\$125,000.00	\$250,000.00
	Purchased Services (List Vendors Below)		
108	+ - V - SB 1		
109	Total Substitute Personnel:	\$125,000.00	\$250,000.00
CMO Fee (if applicable)			
	Back Office Support		
110	Advertising/Marketing		
111	Professional Development		
112	Legal Services		
113	Other (Describe Below)		
114	+ -		
116	Total CMO Fee:		
Facilities:			
	Lease/Purchase Contract for One Full Year	\$240,000.00	\$240,000.00
	Facility Upgrades (List Upgrades Below)		
117	+ -		
118	Property Insurance for One Full Year		
119	Content Insurance for One Full Year		
120	Total Facilities:	\$240,000.00	\$240,000.00
Debt Expenditures:			
	List Debts Below		
121	+ -		
122	Total Debt Expenditures:		
Other Expenditures:			
	List Other Expenditures Below		
123	+ -		
124	Total Other Expenditures:		
126	TOTAL EXPENDITURES:	\$4,668,750.00	\$5,581,250.00
126	NET REVENUE OVER EXPENDITURES:	\$126,890.00	\$786,270.00

ATTACHMENT 6
SIGNED STATEMENT OF ASSURANCES

**2019 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

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

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

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

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

8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code 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;
 - (f) Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and state and local governmental entities.
14. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

5-3-2020

Date

Dr. Anthony D. Bland

Printed Name