ARKANSAS DEPARTMENT OF EDUCATION

2017 Application
Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 27, 2017, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:

P3 Academy Charter School

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

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

ARKANSAS DEPARTMENT OF EDUCATION
2017 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: P3 Academy Charter School (P3-ACS)

Grade Level(s) for the School: 1-4 Student Enrollment Cap: 80

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grades to be Offered at the Charter	1-4	1-4	1-4	1-4	1-4
Enrollment Cap at the Charter	80	80	80	80	80

Name of Sponsoring Entity: McGehee Desha Alumni Community Center, Inc.

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Current Accreditation Status	Web Address for State Assessment Results
N/A	N/A	N/A	N/A	N/A

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

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

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

Name of Primary Point of Contact: Rubye Graham-Emerson

Address: 516 Holly Street City: McGehee

ZIP: 71654 Daytime Phone Number: (870) 501-4490

Email: rleroy41@sbcglobal.net

Charter Site Address: 500 South 1st Street

City: McGehee ZIP: 71654

Date of Proposed Opening: 8/15/2018

Chief Operating Officer of Proposed Charter (if known): Leroy Emerson

Title: Director of Operations Address: 516 Holly Street

City: McGehee ZIP: 71654

Daytime Phone Number: (870) 501-4491

The proposed charter will be located in the McGehee School District.

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

1,167 (Total District Enrollment)

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

McGehee	Dermott	Lake Village
Monticello	Dumas	

Describe the geographical area to be served by the charter.

Applicant Response:

Low socio-economic status, transient community; several schools no longer exist (Arkansas City, Tiller, Eudora); lots of consolidation; paper mill is the largest employer (Clearwater), then public school, C.B. King; new hospital facility in McGehee; larger amounts of Latino population.

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

Name: Molly Bratton Position: Board President State of Residence: AR

Name: Connie Boggs Position: Board Vice President State of Residence: AR

Name: Amber Alexander Position: Board Parent Representative State of Residence: AR

Name:	Madeline Gibson	Position:	Board Treasurer	State of Residence:	MS
Name:	Kimberly Wimberly	Position:	Board Secretary	State of Residence:	TX
Name:	Dr. Kate Stephens-Maxwell	Position:	Governance Board Member	State of Residence:	UT
Name:	Dr. Suzanne Penn	Position:	Governance Board Member	State of Residence:	AR
Name:	Dr. Paul Francis	Position:	Governance Board Member	State of Residence:	AR

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

It is the mission of P3-ACS to equip students with the knowledge, skills, and character traits necessary for success in top quality high schools and colleges via an educational focus on agriculture and to become exemplary citizens in their community and beyond.

Explain how the mission statement was developed.

Applicant Response:

Brainstorming amongst individuals involved in the school resulted in the combined agreement our children have to have someone to show them and guide them on the path of success. People need a purpose and our children should be prepared for anything they encounter in order to be successful. Thoughts of all involved in the conversation were combined alongside parental ideas and the result was a mission statement that could explain to all what P3-ACS would accomplish.

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

Applicant Response:

P3-ACS has a plan of action for disciplinary problems which includes reflection and involves parents, teachers, and students in the process of correcting behaviors not acceptable in the learning environment (no-nonsense tolerance). Students will be exposed to extracurricular activities (i.e.chess, agriculture, the arts (music), fitness). Students have the ability to earn "school bucks" which can be used towards college savings accounts (529) and academic rewards (field lessons and/or school store). The agricultural curriculum will engage and teach students how to plant, grow, and harvest food, as well as, utilizing the food for nutritious meals. Kahn Academy, EngageNY and other successful online resources will be used to deepen student understanding through a well aligned curriculum and a blended curriculum for mathematics. P3-ACS will develop a relationship with Burns Scientific Technology to assist in educational goals and experiential field lessons that are earned will reward students for academic achievement. Teaching entrepreneurial skills through gardening and the school store will assist students in understanding how to create and grow a business.

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

Applicant Response:

P3-ACS operates under the premise that the teachers, parents, and students must work together as partners to provide the environment necessary for quality education. Parents are an integral part of this partnership. Commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is completed each night, assisting their child in contacting their teacher should a homework question arise, providing a quiet, lighted place for their child to study at home, and being available to meet with the teachers at home or at the school if the need arises. The parents, like the teachers, must hold high expectations for their child and parents will be encouraged to help with and participate in special activities and a parent association will be established to help with fundraising and other events that will be formed.

Participation; contract; we will not promise anything that we haven't already practiced; parents will sign off on what they are doing throughout the year; commitment; interview every parent and child; work with police department and fire department and various offices in McGehee will come and be guest speakers; politicians too; be exposed to military services

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing for the purpose of assessing community support and concerns was held on Tuesday, April 18, 2017, from 6:00 - 7:00 p.m. It was attended by 25 persons from the community all of whom indicated support for the school. Presentations were made by the board members and questions from the attendees were answered.

See attached

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.

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

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

   B. Specify how the final decision-maker(s) identified in response to (A) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will 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.

Applicant Response:

P3-ACS's daily direction will fall under the Board of Directors and the School Director will report to the Governance Board. The Governance Board will incorporate local representation from McGehee (and each community it serves) into the Board of Directors to ensure the community has substantive access to P3-ACS's mission. Furthermore, Board of Director meetings will rotate location to further ensure that all communities it serves will be treated equitably.

Roles and Responsibilities

P3-ACS's Governance Board will be responsible for the following activities:

- Evaluation: The board will conduct an annual performance review of the School Director based on test

results, financial reports, and feedback from other members of the management team.

- Fiscal Oversight: The Finance committee of the board will meet monthly to review school and central office financials. The committee chair will make monthly reports to the full P3-ACS Governance Board to ensure good fiscal management.
- Region-wide fundraising: Board members will personally contribute to the cluster and will connect P3-ACS to other individuals, corporations and foundations that can provide financial support. The fundraising committee will meet monthly to plan special events, review donor prospect research, and execute the cluster fundraising strategy.
- Decision-Making: Board members will engage in strategic decisions affecting regions and schools.
- Progress Towards Goals: Board members will ensure that the school adheres to the goals outlined in this charter, as well as state guidelines and other P3-ACS policies.

Board Composition & Structure

- The P3-ACS's Governance Board will consist of approximately three - five members who will be selected according to P3-ACS by-laws to staggered three-year terms. Nominations will occur at an annual meeting.
- At least two slots will be filled by members from the local communities. Members will primarily be recruited from within Arkansas to fill the remaining slots. It is vitally important that new members are well connected and can assist P3-ACS in a variety of ways during this expansion period.
- The executive level of the Board will include a President, Vice President, Secretary, and Treasurer.
- Board members will each belong to a standing committee of three to four members that will meet monthly. Standing committees will include Finance, Governance, and Development. The full board will meet quarterly, at which time committee chairs will report on the status of their committee's activities.
- The P3-ACS Board will be responsible for the hiring and firing of the School Director. Governance Board members will be allowed to seek Professional Development opportunities for subjects pertinent to school improvement and relative to increasing the success of the school's mission. Members will attend mandated Professional Development as needed for school expansion.

Site-Level Advisory Council

P3-ACS will also have one advisory council consisting of members recruited from the local community. The main responsibilities of council members are to:

- Serve as liaisons between the community and the school to ensure community voices are heard.
- Serve as advocates and representatives for the schools in the community.
- Fundraise.
- Assist with student and teacher recruitment as requested by School Director.
- Contribute expertise, where appropriate.

Administrators

The School Director's primary responsibility is to ensure that the school is reaching its goals and moving towards its mission with the support of the P3-ACS Board. Although the School Director will have some autonomy to make decisions, she will report directly to the P3-ACS Board, who will approve innovations and be the final decision-making authority for the school in the areas of finance and purchasing.

While the School Director will have the responsibility of monitoring the school's daily operations to make sure things are running smoothly, the majority of her time should be spent as an academic leader. The School Director will be responsible for implementing and or modifying curricula designed to achieve the school's academic goals. The School Director must provide ample opportunities for professional development for her faculty and staff. Finally and most importantly, it is the responsibility of the School Director to teach and work with the students. The School Director should be instrumental in teaching the school's culture to not only the teachers but the students as well. It is this connection with the students that is crucial to the School Director's ability to run an effective school. The School Director will be in charge of hiring and firing of staff.

Faculty

The primary responsibility of the teacher is to ensure that all students are meeting their academic goals. This can only be accomplished by focusing on student achievement through quality instruction. Teachers are

expected to maximize learning in the classroom through good lesson planning and implementation along with effective discipline. Special Education staff will be hired to meet the needs of students requiring special services. All teachers will report to the School Director. All teachers that are required to be are highly qualified.

In addition, P3-ACS may involve teachers in the decision-making processes of the school in the following ways:

- Involvement in the review of Smart Core curriculum policy.
- Participation in the local task force on closing the achievement gap.
- Presence at an annual public meeting in which the school holds discussions on policies, programs and goals.
- Involvement in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
- Involvement in the joint development of any school wide program plan in an organized, ongoing, and timely way.

Parents

P3-ACS operates under the premise that the teachers, parents, and students must work together as partners to provide the environment necessary for quality education. Parents are a vital part of this partnership, and the Commitment to Excellence Form outlines the ways in which the school expects and needs the parents to support the educational mission of the school. These commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is complete each night, assisting their child in contacting the teacher if there is a problem or a question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises. The parents, like the teachers, must hold high expectations for their child. Parents will be encouraged to help with and participate in special activities at P3-ACS, and a parent association to help with fundraising and events may be formed.

In addition, P3-ACS may involve parents in the decision-making processes of the school in the following ways:

- Involvement in the review of Smart Core curriculum policy.
- Participation in the local task force on closing the achievement gap.
- Presence at an annual public meeting in which the school holds discussions on policies, programs and goals.
- Involvement in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
- Involvement in the joint development of any school wide program plan in an organized, ongoing, and timely way.

Students

Students at P3-ACS will work with parents and faculty to ensure an environment for quality education. Students are a vital part of this partnership and the Commitment to Excellence Form outlines the ways in which the school expects and needs the students to support the educational mission of the school.

In addition, P3-ACS may involve students in the decision-making processes of the school in the following ways:

- Involvement in the review of the Smart Core curriculum policy.
- Participation in the local task force on closing the achievement gap.
- Presence at an annual public meeting in which the school holds discussions on policies, programs, and goals.

Community

P3-ACS realizes the importance the community plays in the development of the school. Besides the membership of the Board of Directors, community members can participate in the school through advisory capacities, formal and informal. Community members will be actively solicited to serve as advisors to the School Director as well as to the Board of Directors.

In addition, P3-ACS may include community members in decision-making processes of the school in the

following ways:

- Participation in the local task force on closing the achievement gap.
- Presence at an annual public meeting in which the school holds discussions on policies, programs and goals.
- Informal advising to the School Director as well as to the Board of Directors.

3. Describe the educational need for the school by responding to the following prompts.

   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.

Applicant Response:

The McGehee Public School District serves over 1100 students drawn from a 499.14 square mile portion of the Drew and Desha Counties and include McGehee, Tillar, Arkansas City, Reed, Watson, Rohwer, and Rosedale in the Arkansas Delta. A review of the data concerning the McGehee School District, found on the Arkansas Department of Education website, shows a critical need for educational excellence in this part of the Delta. The district's performance on the most recently reported Arkansas Benchmark Exams shows disturbingly small percentages of students successful on that assessment:

Percent At or Above Proficient Level (2015)

3rd Grade English Language Arts 17%
3rd Grade Mathematics 26%
4th Grade English Language Arts 20%
4th Grade Mathematics 19%

With a district attendance, graduation, and ACT scoring rates below the state averages, with dropout and college remediation rates well above the state averages, the need for an innovative, college preparatory school program appears obvious.

The communities of McGehee and the surrounding Delta are increasingly longing for and in need of excellent schools that refuse to make excuses for failing test scores. Parents who are frequently dissatisfied with their public school and often unable to pay tuition for private schools are left without a viable option. P3-ACS will be established as an academically intensive college preparatory school in an effort to meet the needs and desires of the Delta community. It is the intention of P3-ACS to serve students who have been historically undeserved in the public school system. P3-ACS will provide these children with the opportunity to develop personal pride and passion for learning. The students will recognize that they must value their time in school and use it as a vehicle to transform their knowledge into power over their own destiny.

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.

Applicant Response:

We know that many of our public schools located in high poverty areas are in crisis. To tackle this challenge, the school will address children at a typically chaotic time in their lives - the adolescent school years. P3-ACS will focus on children at the young age of five or six, and support and encourage them through the turbulent years of early adolescence.

P3-ACS will open its doors to 80 first - fourth graders as early as August of 2018, and will evolve into a school comprised of approximately 180 students in grades first through eight within four years. The school will add grade levels each year until it reaches its maximum capacity. This incremental and deliberate growth pattern will be essential to the school's success. P3-ACS will not choose the best students in the community to achieve success; in fact, incoming 4th graders will be admitted regardless of their test scores. The only admission requirement for the school is the students' and their parents' willingness to sign and uphold the P3-ACS Commitment to Excellence Form, which the teachers must sign as well (Attachment 1). This commitment specifies that the students, parents, and teachers will have the **desire, discipline, and dedication** to do everything in their power to support the education of the student.

The school will provide the Delta's youth a choice in academic programs by offering an accelerated instructional curriculum. The students will have the opportunity to demonstrate mastery of all Arkansas state standards for their current grade level and show proficiency in many concepts and skills of the succeeding grade levels due to the school's extended time (approximately 8:00 AM - 5:00 PM during the week, four hours on Saturday, and one month during the summer). New students will learn or review subject matter they may not have fully mastered in their previous school. Once proficient and on grade-level, these students will spend the next four years taking courses suited for young middle school pupils.

P3-ACS will provide the character traits of respect, citizenship, and work ethic while also changing the definition of entitlement, and partnering with colleges nationwide to provide educational experiences for its students. Through the after school program which currently exists, students participate in an agriculture curriculum in which their profits are used to open a 529 college savings plan or to add more to their already existing plan. This create entrepreneurial and agricultural skills with a business mindset early on and can be used to structure future learning experiences.

4. On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Establish baseline data for 3rd and 4th graders on the state norm-referenced test in Reading, English, Math, and Science	- ACT Aspire (3rd and 4th) - M.A.P (Measures of Academic Progress)	Percent at or Above Proficient Level	Conclusion of Each School Year; long term data will be assessed at the conclusion of the charter period
Students will demonstrate a minimum of one year's growth based on the state norm-referenced test in Reading, English, Math, and Science	- ACT Aspire (3rd and 4th) - M.A.P (Measures of Academic Progress)	Percent at or Above Proficient Level	Conclusion of Each School Year; long term data will be assessed at the conclusion of the charter period
Students will produce edible, nutritious fruits and vegetables and add profits to their 529 College Saving Plan.	- Agriculture Curriculum - "So I Can Eat That" Grant	Curriculum Performance Indicators	Conclusion of Each School Year; long term data will be assessed at the conclusion of the charter period

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.

Applicant Response:

The program design of P3-ACS is to ensure that the school is attaining its mission by preparing students for the nation's finest high schools. P3-ACS believes there are no quick ways of obtaining success and there are no excuses. Based on the demographics of our target population, we are expecting and are prepared for the challenge of getting students on grade level and beyond. The educational program is designed to meet the goals that are in alignment with the school's mission. Attainment of the goals will be accomplished by employing techniques based on generally accepted research findings along with innovative strategies and techniques that are designed to optimize learning and improve student achievement. P3-ACS is not committed to only one "best" approach; the school believes in creating an environment where teachers are allowed the flexibility to use varied strategies and methods to achieve results. Strategies that may be employed at P3-ACS include:

- Direct whole-class instruction
- Indirect whole-class instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Peer tutoring
- Computer activities
- Educational and motivational field lessons
- Whole body multi-sensory instruction such as raps, songs, chants, and dances

- Phonetic-based instruction
- Balanced literary instruction
- Project-based learning
- Discovery learning
- Call and response
- Role-playing

5. 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.

   Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

ELEMENTARY DAILY SCHEDULE

GRADE(S): 1 -4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	8:00 a.m. - 5 p.m.	8:00 a.m. - 5:00 p.m.	8:00 a.m. - 5:00 p.m.	8:00 a.m. - 5:00 p.m.	8:00 a.m. - 5:00 p.m.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

P3 Academy will carefully correlate its curriculum objectives to the Arkansas State Content Standards in addition to designing a model that will enable students to reach the goals listed above. The students who meet all of these objectives and standards are certainly on the path to success in life. P3 Academy's focus is not to change what the local district and the state of Arkansas feel are the appropriate academic outcomes, but rather, to ensure that all students master or exceed all the skills and content under the Arkansas State Standards. Teachers will work with the School Director to determine the curricula that will match each student's needs. Incoming student needs and performance levels will determine the weight that teachers will place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that students will be prepared to enter and be successful at the finest high schools throughout the nation.

The school year for P3 Academy will follow the local school district calendar, with exception of the Saturday enrichment classes and a one-month summer program. Children will be in school approximately 220 days of the year. The summer school session will provide P3 Academy students, parents, and teachers with a head start in preparing for the upcoming academic year. During this time, those groups will become acquainted with the procedures and expectations demanded throughout the year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, math, science, and social studies. The summer session will also be a time when the process of team building begins. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team.

We believe that, in addition to using educationally sound teaching strategies, more time is required to

accomplish P3 Academy's ambitious goals. The school's students will be in school from 8:00 a.m. through 5:00 p.m. each weekday. Students will receive nearly eight hours of math instruction, nearly eight hours of English language arts instruction, four hours of social studies, and four hours of science instruction every week. Students will also spend one hour of each day reading. Students who are unable to read independently will receive individualized instruction during this period. (Seventh and eighth graders may use the time for independent study or further enrichment.) An average week's schedule also includes physical education and enrichment activities such as art, music, and foreign language. Additional time will be spent on team and character building activities such as student presentations, spelling or geography bees, guest speakers, plays, and other activities. We believe bringing the student body together once every week is critical to maintaining a supportive family environment at our school. Students are also expected to complete two hours of homework for every day school is in session.

P3 Academy students will also receive nearly four hours of science and nearly four hours of social studies instruction each week. The P3 Academy's advanced science curriculum will parallel student development in mathematics. Students will study integrated science in the 1st through 8th grades, followed by high school level physical science in 8th grade. These advanced courses will provide students with proficiency and confidence in sciences well beyond grade level, while strengthening their algebra and critical thinking skills. The social studies department will focus on four different strands: geography, economics, civics, and history. Students will explore these four strands through the study of world history and culture, United States history, and Arkansas history and heritage. Current events will also be a large focus of the department. The teachers of the four core subjects will work closely together to ensure that skills and content are being reinforced in all classes.

In addition to focusing on academic skills, P3 Academy will place a strong emphasis on character building. Students will be required to attend physical education courses multiple times during the week and will be given the opportunity to participate in enrichment programs such as music and art. Each week will include multiple opportunities for school-wide, or grade level team building. Here students will learn how to behave in large group settings, be able to learn from guest speakers and presenters, participate in student competitions (i.e. spelling or geography bees), and present student-run productions or demonstrations. Students will have more opportunity for character building through the Saturday enrichment program, where they will participate in athletics, dance, art, music and other such activities. Students will also have the opportunity to help their community though volunteer programs and activities.

Armed with both academic and character skills and achievements, students of P3 Academy will recognize an outstanding education as the instrument to achieve personal success. The mission is not easily accomplished; the students of P3 Academy will soon learn that *there are no shortcuts* to realize these goals. Therefore, not only will P3 Academy students score higher on district, state, and national tests than students from neighboring areas, but the school also envisions witnessing its initial class of students, in its entirety, enter competitive universities throughout the country in the year 2026.

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

Applicant Response:

The program design of P3 Academy is to ensure that the school is attaining its mission by preparing students for the nation's finest high schools. P3 Academy believes there are no shortcuts and there are no excuses. Based on the demographics of our target population, we are expecting and are prepared for the challenge of getting students on grade level and beyond. The educational program is designed to meet the seven goals that. These seven goals are:

1. Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.
2. Students will be effective and confident communicators.
3. Students will be critical thinkers and problem solvers.

4. Students will have an appreciation for the humanities and show respect for diverse cultures.
5. Students will possess a life-long love of learning.
6. Students will possess a strong desire to serve the community in which they live.
7. Students will have the discipline, dedication, and desire to achieve their highest aspirations and dreams.

Curriculum and Instruction

P3 Academy will carefully correlate its curriculum objectives to the Arkansas State Content Standards in addition to designing a model that will enable students to reach the goals listed above. The students who meet all of these objectives and standards are certainly on the path to success in life. P3 Academy's focus is not to change what the local district and the state of Arkansas feel are the appropriate academic outcomes, but rather, to ensure that all students master or exceed all the skills and content under the Arkansas State Standards. Teachers will work with the School Director to determine the curricula that will match each student's needs. Incoming student needs and performance levels will determine the weight that teachers will place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that students will be prepared to enter and be successful at the finest high schools throughout the nation.

In order to achieve our standards of excellence, P3 Academy will employ techniques based on generally accepted research findings along with innovative strategies and techniques that are designed to optimize learning and improve student achievement. P3 Academy is not committed to only one "best" approach; the school believes in creating an environment where teachers are allowed the flexibility to use varied strategies and methods to achieve results. Strategies that may be employed at P3 Academy include:

- Direct whole-class instruction
- Indirect whole-class instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Peer tutoring
- Computer activities
- Educational and motivational field lessons
- Whole body multi-sensory instruction such as raps, songs, chants, and dances
- Phonetic-based instruction
- Balanced literary instruction
- Project-based learning
- Discovery learning
- Call and response
- Role-playing

The school year for P3 Academy will follow the local school district calendar, with exception of the Saturday enrichment classes and a one-month summer program. Children will be in school approximately 220 days of the year. The summer school session will provide P3 Academy students, parents, and teachers with a head start in preparing for the upcoming academic year. During this time, those groups will become acquainted with the procedures and expectations demanded throughout the year. Students will also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers will emphasize the basics of reading, writing, math, science, and social studies. The summer session will also be a time when the process of team building begins. Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team.

We believe that, in addition to using educationally sound teaching strategies, more time is required to accomplish P3 Academy's ambitious goals. The school's students will be in school from 7:00 a.m. through 5:00 p.m. each weekday. Students will receive nearly eight hours of math instruction, nearly eight hours of English language arts instruction, four hours of social studies, and four hours of science instruction every week. Students will also spend one hour of each day reading. Students who are unable to read independently will receive individualized instruction during this period. (Seventh and eighth graders may use the time for independent study or further enrichment.) An average week's schedule also includes physical education and enrichment activities such as art, music, and foreign language.

8. 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;

Applicant Response:

Counseling and guidance services beyond the capabilities of the faculty and staff of the school will be provided for on a contracted basis with a properly licensed counseling professional until such time as the school can employ a full- or part-time guidance counselor.

B) Health services;

Applicant Response:

Health services shall be provided to the students of the school as needed on a contracted basis. The school will develop, before opening, complete health services and health emergency policies and procedures.

C) Media center;

Applicant Response:

It is the intent of the school to use the facilities and collections of the local public library system until such time as the school can develop a library and media center of its own.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

The school realizes the importance of adhering to all aspects of IDEA regarding students with special needs. The school will employ a certified special education instructor and will comply with all federal and state regulations concerning IDEA, 504, and IEP implementation. The school gladly accepts the responsibility of educating children with special needs.

E) Transportation;

Applicant Response:

We will not transport at this time. As the need increases in the future, we will explore options and funding for this service.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

We will not provide this service as not enough K-4 students need this service, however, as the need presents itself a plan of action will be created for students requiring an alternative learning environment.

G) English Language Learner (ELL) instruction; and

Applicant Response:

With programs like Rosetta Stone and the plans for certain staff members hired being bilingual, we will have individuals capable of communicating with students who are English Language Learners. At this time, we are requesting a waiver.

H) Gifted and Talented Program.

Applicant Response:

P3 Academy believes that all children hold gifts and talents, unique and precious. All students will be challenged to meet their intellectual ability within the instructional program, therefore the school will not offer a formal, separate gifted and talented program.

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

Applicant Response:

P3 Academy will regularly assess the academic progress of its students, including participation in state testing programs, and share information with parents and the surrounding community through progress reports, phone calls, meetings, and other reports.

P3 Academy agrees to provide a report at the end of each school year to parents of pupils enrolled in the school, the community, the local school board, and the state board indicating progress toward meeting the performance objectives as stated in this charter. Further it will publish each annual report by November 15 each year in a local newspaper as required by state law.

10. 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).

Applicant Response:

Admission Overview

Admission to P3 Academy will be a cooperative decision between students, parents, and teachers. Students and parents must choose to enroll in the school instead of remaining at the zoned public school. The school encourages and motivates the students and their families to view an intense academic commitment as their key to the future. Students, parents, and teachers will be expected to sign P3 Academy's Commitment to Excellence Form. This document addresses the areas of attendance, homework, behavior, and academics. In accordance with all federal laws, no student will be denied admission to the school based on race, ethnicity, national origin, gender, or disability.

P3 Academy will take the following steps to ensure that the school's population will reflect the student population of the local district:

- Post flyers and notices in local supermarkets, churches, community centers, and apartment complexes
- Visit local organizations in each neighborhood
- Visit and explain to prospective students and their families the purpose of the school
- Conduct parental information sessions to elaborate on the commitment involved with attending P3 Academy
- Canvass neighborhoods to further reach interested families

Admissions process and timetable

P3 Academy will initially serve students in grades 1 -4. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapping condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Recruiting plan

Formal marketing of the school to prospective incoming students will begin in January of each calendar year for the following school year. When possible and where necessary, marketing efforts will be bilingual. The school will also seek support from local non-profit organizations that operate within the community.

P3 Academy will explore as many avenues of outreach as possible to guarantee equitable exposure. The staff will publicize the school as follows:

- Local school visits
- Home visits in local school areas
- Referrals from other after school program students and families
- Neighborhood flyers
- Speak at church and prayer meetings
- Speak at civic organizations
- Speak at community based organizations
- Local newspaper and community association newsletter advertisements
- Teacher referrals from other campuses
- Local radio and television advertisements

In compliance with federal law, the school's marketing efforts will be equitable to all populations within the area, regardless of race, disability, ethnicity, and gender.

P3 Academy will comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities.

P3 Academy will not discriminate among potential employees, employees, or pupils in violation of any state or federal law.

P3 Academy will be nonsectarian in its programs, admissions policies, and employment practices. The school will not be supported by or affiliated with any religion or religious organization or institution.

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.

- [x] 1. Children of founding members of the charter
- [x] 2. Siblings of enrolled students
- [ ] 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

P3 Academy staff will accept applications until early June 2018. During the application period, interested families will be able to meet with P3 Academy staff and review the expectations of the school. The school will admit no pupils, with the exception of siblings with a common residence until the application period has ended. If the number of students applying is fewer than the the number of available spots that year, the school will accept all applicants and may accept applications and enroll additional students until the available spots are filled.

Siblings of students who attend P3 Academy and children of school employees will be given first priority to attend the school. Siblings are defined brothers and sisters or half-brothers and half-sisters who have a common residence. Students will be able to withdraw from the school at any point in time and return to their local zoned public school or any other school to which they can gain admission. Upon notification of student withdrawal, P3 Academy will immediately notify the appropriate local board of education in which the student is zoned.

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

Applicant Response:

N/A

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

- [x] Yes
- [ ] No

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.

Applicant Response:

If the number of applicants to the school exceeds the school's capacity to serve them, the school will use a random lottery to determine who is accepted and the order of the waiting list. The total number of students admitted to the schools (1-8) will not exceed 180 without formally amending this charter.

The above procedures will also be followed to fill vacant seats in all grades.

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.

Applicant Response:

Students will be replaced with students on the waiting list upon a student officially withdrawing from P3 Academy.

11. 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.

Applicant Response:

N/A

12. 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.

Applicant Response:

ADMINISTRATORS

Administrator Position: **School Director**

Reports to: Board of Governance

Salary Range: $45,000

Minimum Qualifications Required

Education Required:
Master's degree

Experience Required:
5 years

Certification Required:
With required education and experience, no certification required

Job Duties: List up to 5 key duties this individual will perform.

- • Develop professional skills appropriate to job assignment.
  • Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all staff and students.
  • Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
  • Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student Parent Handbook.

Administrator Position: **Administrator Assistant**

Reports to: School Director

Salary Range: $33,000

Minimum Qualifications Required

Education Required:
Bachelor's; preferably in Business Administration

Experience Required:
At least 3 years

Certification Required:
N/a

Job Duties: List up to 5 key duties this individual will perform.

- • Communicates all operations related needs and information to school leaders and teachers.
  • Manages phone calls to families regarding after-school activities, absences, tardies, school closures and school events.
  • Orders supplies for school and teachers as needed and anticipates orders that need to be made.
  • Participates in all staff meetings, professional development, and school-wide projects.
  • Assists in coordinating field trips, parent nights, and other special events.

Administrator Position: **Operational Manager**

Reports to: School Director

Salary Range: $29,000

Minimum Qualifications Required

Education Required:
Bachelor's or Equivalent

Experience Required:
At least 5 years

Certification Required:
N/a

Job Duties: List up to 5 key duties this individual will perform.

- - Ensure all department are performing and operating smoothly
  - Assist with ordering supplies
  - Ensure the sanitation of the building are upkept and the grounds are maintained
  - Supervise maintenance crew
  - Participate in special projects and recruitment of students

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TEACHERS

Teacher Position: **Classroom Teacher**

Reports to: School Director

Salary Range: $45,000

Minimum Qualifications Required

Education Required:
Bachelors

Experience Required:
At least five years

Certification Required:
n/a

Job Duties: List up to 5 key duties this individual will perform.

- • Establishing an exemplary classroom culture that balances high expectations with love and support
  • Ensuring all students meet their goals by delivering rigorous and well-organized lessons, closely monitoring student progress, and differentiating in the face of confusion
  • Building trust and community via clear and timely communication with students and families
  • Acting upon a commitment to do "whatever it takes" to ensure each student has a positive and safe school experience every day

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Teacher Position: **Special Education Teacher**

Reports to: School Director

Salary Range: $45,460

Minimum Qualifications Required

Education Required:
Bachelor's

Experience Required:
5 Years

Certification Required:
Special Education Licensure in the State of Arkansas

Job Duties: List up to 5 key duties this individual will perform.

- • Establishing an exemplary classroom culture that balances high expectations with love and support
  • Ensuring all students meet their goals by delivering rigorous and well-organized lessons, closely monitoring student progress, and differentiating in the face of confusion
  • Building trust and community via clear and timely communication with students and families
  • Acting upon a commitment to do "whatever it takes" to ensure each student has a positive and safe school experience every day

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SUPPORT STAFF

Support Staff Position: **Teacher Aide**

Reports to: School Director

Salary Range: $25,000

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
3 years experience

Certification Required:
n/a

Job Duties: List up to 5 key duties this individual will perform.

- Establishing an exemplary classroom culture that balances high expectations with love and support
  Ensuring all students meet their goals by delivering rigorous and well-organized lessons, closely monitoring student progress, and differentiating in the face of confusion
  Building trust and community via clear and timely communication with students and families
  Ability to follow instruction of classroom teacher

Support Staff Position: **Nurse**

Reports to: School Director

Salary Range: $41,256

Minimum Qualifications Required

Education Required:
Registered Nurse

Experience Required:
5 years

Certification Required:
Registered Nurse, R.N.

Job Duties: List up to 5 key duties this individual will perform.

- RNs keep records, administer medication, consult with other healthcare providers, monitor patients and educate individuals and family. ... These skills help nurses provide the best care to patients and families and the best support to doctors and other healthcare professionals involved in the care of their patient.

Support Staff Position: **Media Services**

Reports to: School Director

Salary Range: $35,000

Minimum Qualifications Required

Education Required:
IT Degree

Experience Required:
5 years

Certification Required:
n/a

Job Duties: List up to 5 key duties this individual will perform.

- • planning and undertaking scheduled maintenance upgrades
  • setting up accounts for staff, ensuring that they know how to log in
  • solving password problems
  • talking to clients and computer users to determine the nature of any problems they encounter
  • responding to breakdowns

Support Staff Position: **Fiscal Services**

Reports to: School Director

Salary Range: $25,000

Minimum Qualifications Required

Education Required:
Licensed CPA

Experience Required:
5 years

Certification Required:
n/a

Job Duties: List up to 5 key duties this individual will perform.

- Audits accounts of employees collecting or receiving taxes or other monies. • Ensures the timely and accurate preparation of required and requested reports. • Invests all idle cash as directed by the local board. • Assigns work and evaluates performances of subordinates. • Recommends to the superintendent the selection and discipline of employees.

Support Staff Position: **Kitchen Supervisor**

Reports to: School Director

Salary Range: $25,000

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
5 years

Certification Required:
n/a

Job Duties: List up to 5 key duties this individual will perform.

- • 1) Supervises and coordinates activities of food preparation, kitchen, pantry, and storeroom personnel and purchases or requisitions foodstuffs and kitchen supplies: Plans or participates in planning menus, preparing and apportioning foods, and utilizing food surpluses and leftovers.

  • 2) Specifies number of servings to be made from any vegetable, meat, beverage, and dessert to control portion costs.
  Supervises noncooking personnel, such as KITCHEN HELPER , to ensure cleanliness of kitchen

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Support Staff Position: **Maintenance and Operation**

Reports to: Operations Management

Salary Range: $25,000

Minimum Qualifications Required

Education Required:
Associate Degree or equivalent

Experience Required:
3 years

Certification Required:
n/a

Job Duties: List up to 5 key duties this individual will perform.

- Ensure the building facilities are upkept and the grounds are maintained inside and outside of the building

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13. 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.

Applicant Response:

Systems for Financial Reporting and Controls

P3 Academy will take several steps to ensure that it is in compliance with all financial regulations and acceptable operating practices. P3 Academy intends to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory system, not a creative one. All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. It is the responsibility of the School Director and Finance Director to plan a budget that is financially stable and allocates the appropriate resources to run an effective school. The Governance Board will approve the budget before it is implemented. The Finance Director, School Directors, Office Managers, and all involved parties will be held accountable for following the P3 Academy Governance Board approved fiscal policies. All financial transactions will be recorded and reflected in reports to the board.

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

Applicant Response:

Budgetary Process

The Directors and Finance Director will develop an annual budget after soliciting input from faculty members, community members, parents, and board members. The Executive Director will present the proposed budget to the Governance Board for approval no later than at its regularly scheduled June board meeting.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Please note that all revenue must be formally committed.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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 that determined necessary for financial viability, or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

First contingency plan: The method used to calculate the number of student involved an analysis of each of the five school districts in Southeast Arkansas giving a proposed number of students to operate a financially viable charter school. The calculations were make by LeRoy Waldo Emerson, National Sales Director, Valassis, whose expertise is gleaned from directing activities of three division, financial services manager, marketing and research manager and training manager, and the tracking of all financial projections including budget as much as $73 million, and reviewing operations annual budgets and expense budgets.

Second contingency plan: If fewer students than necessary for financial viability enroll before the first day of school is that all the individuals on pay roll will recruit students from apartment complexes, projects, local school district, etc. in the areas served to ensure each classroom has the number of students necessary for viable enrollment. The individuals on payroll will keep names, addresses, and phone numbers of their future students. This plan will be enacted in January 2018 - which would give each person seven months to recruit the total enrollment of their classroom. The building at 512 South First Street can be used as collateral for necessary and possibly urgent expenses. For students who enroll and are admitted but fail to arrive when school begins, Saturday School is our plan for ensuring all students receive the curriculum instruction necessary to accomplish P3 Academy's mission. The budget for the National School Lunch Program was calculated based upon the number of breakfast, mid-morning snack, lunch and afternoon-snack items students would receive and the number of proposed student enrollment.

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

Applicant Response:

Myers and Ward, PACPA

P.O. Box 1045
Wynne, AR 72396
870-238-7986

This above-mentioned company will be utilized to conduct a financial audit once per year, or as often as needed.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

- [x] Yes
- [ ] No

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

Applicant Response:

The facility to be used will be located at 500 South First Street McGehee, Arkansas 71654 with plans, upon increased enrollment, to utilize the location of 512 South First Street for future enrollment (grades fifth to eighth). A blueprint of the new facility has been provided by Architectural Marketing Service Transportation and Marketing Programs in Washington, D.C. as of April 18, 2017. The present use of 500 South First Street incorporates educational needs of students with character traits through an after-school program, summer program, and community awareness. Each program establishes the need to support our children in the educational endeavors and to develop the needs of our surrounding communities. The facility to be used for the proposed charter school location is owned by the McGehee Desha Alumni Community Center INC (MDACC).

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

(1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment public charter school will be located,

(3) The eligible entity sponsoring the open-enrollment public charter school, or

(4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The facility to be used for the proposed charter school location is owned by the McGehee Desha Alumni Community Center INC (MDACC). Both buildings to be used are owned by the corporation of the McGehee Desha Alumni Community Center. The initial building, located at 500 South First Street, to be utilized by the proposed charter school has a mortgage of less than $50,000 and the second building located at 512 South First Street has no mortgage and both buildings are owned by McGehee Desha Alumni Community Center INC (MDACC).

The facility 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.

- [x] Yes
- [ ] No

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

Applicant Response:

The current facility was created and designed for an education center. There are no alcohol sales within 1,000 feet of the facility.

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

P3 Academy will apply to participate in National School Lunch Association (NSLA) and have in-house food services. All meals will be prepared and provided at the location of 500 South First Street McGehee, AR 71654 and has been approved by Arkansas Department of Health - Retail Food Establishments located at 4815 West Markham Slot 29 Little Rock, Arkansas 72205.

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

For the purpose of this 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.

Applicant Response:

The primary contact person, Rubye Graham-Emerson, and the Chief Operating Officer, Leroy Emerson, are Husband and Wife. There are no other familial or financial relationships and our Board Members consist of a diversified, collective group of individuals who will serve to provide community involvement and funding from various resources which will enable P3 Academy to grow exponentially.

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

Applicant Response:

There are no conflicts of interests. During the interview period, applicants will be screened to determine if a conflict of interest is identified. At this time, applicants would be asked to apply for other positions or referred to another organization.

19. Explain how the success of the charter school, in perpetuity, will be ensured.

Applicant Response:

The success of the charter school will be ensured by the staff, students, and parental buy-in of the mission of P3 Academy. Recruitment efforts will ensure each seat is filled. Students will develop efficient learning habits and will develop character traits to address learning deficiencies and promote student achievement. Students will receive quality instruction which will ensure they are life-long learners. There are several members of the community who will endorse the proposed charter school, thus supporting the mission.

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

Applicant Response:

P3 Academy is currently planning to pull students from the school districts contained in local counties. Out of the current 1st - 4th graders attending public school in Desha County, over 80% of the students are African-American. P3 Academy anticipates having a population that will be over 80% African-American. Therefore, P3 Academy will not impact, or have a negative impact on, the public school districts' ability to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated schools. The school will endeavor to maintain a student population that is annually within the acceptable range of racial balance as listed for Desha County by the Arkansas Department of Education under 6-18-206 (g)(3), Public School Choice.

21. 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.**

Applicant Response:

Waiver Topic: Uniform Dates

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-10-106	Uniform Dates

Rationale for Waiver

Uniform dates for beginning and ending of school year. The school design includes a summer program each year that is the beginning rather than the end of the school year.

Waiver Topic: Monthly Board Meetings

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 06-13-619 (a)1	Monthly Board Meetings

Rationale for Waiver

P3 to have quarterly board meetings with monthly committee meetings.

Waiver Topic: Grading Scale

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 06-15-902	Grading Scale- Exemptions - Special education classes

Rationale for Waiver

We plan on using the grading scale described by 6-15-902, but requests to remain as flexible as

possible in this area.

Waiver Topic: **Qualified Teachers in Every Classroom**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-15-1004	Qualified Teachers in every classroom

Rationale for Waiver

The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status.

Waiver Topic: **Arkansas History**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-16-124	Arkansas History

Rationale for Waiver

The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies concept within an intense multi-year study of the United States.

Waiver Topic: **Duty Free Lunch Period**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-111	Duty Free Lunch Period

Rationale for Waiver

The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.

Waiver Topic: **Daily Planning Period**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-114	Daily Planning Period

Rationale for Waiver

While it is the intent to provide adequate planning time, the school requests greater flexibility than what is in the code.

Waiver Topic: 6-17-203 Personnel Policy Committee

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-203	6-17-203 Personnel Policy Committee

Rationale for Waiver

The school will not be large enough to meet the statutory composition of this committee.

Waiver Topic: Teacher license requirement

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-401	Teacher license requirement

Rationale for Waiver

The school requests to not be required to employ only licensed teachers.

Waiver Topic: Teacher Certification - Arkansas History Requirement

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-418	Teacher Certification - Arkansas History Requirement

Rationale for Waiver

The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available.

Waiver Topic: **Definition of a Teacher**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-902	Definition of a Teacher

Rationale for Waiver

As the school would not necessarily employ only certified teachers, this law would be restrictive.

Waiver Topic: **Warrants void without certification**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-919	Warrants void without certification

Rationale for Waiver

As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction.

Waiver Topic: **Teacher Fair Dismissal Act**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-1501 through 6-17-1510	Teacher Fair Dismissal Act

Rationale for Waiver

As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

Waiver Topic: **Public School Employee Fair Hearing Act**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-1702 through 6-17-1705	Public School Employee Fair Hearing Act

Rationale for Waiver

As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

Waiver Topic: **Alternative learning environment**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-18-508	Alternative learning environment

Rationale for Waiver

As the school will never exceed 360 students, its size will preclude it from being large enough to warrant an alternative learning environment.

P3 Academy

Commitment to Excellence

Parents'/Guardians' Commitment

We fully commit to P3 ACADEMY in the following ways:

- We will make sure our child arrives at P3 ACADEMY everyday on time.
- We will make arrangements so our child can remain at P3 ACADEMY throughout our extended day and to be picked up on time.
- We give permission for our child to participate in supplemental instruction as needed.
- We will commit to participating at P3 ACADEMY by volunteering in a variety of ways, including attending parent teacher conferences, family workshops, and other school-related activities.
- We will do all we can to support our child and the commitment he/she has made to attend P3 ACADEMY.
- We will partner with the teachers and staff of P3 ACADEMY to help our child excel in school, both academically and behaviorally.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.
- We will review our child's homework every night, sign his/her agenda, and let him/her call a classmate or teacher if there is a question and/or problem with the homework.
- We will review and sign our child's paycheck and ensure that it is returned to the school every Monday.
- We will read carefully and sign (if necessary) all the papers the school sends home to us. We will ask questions if we have them.
- We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.
- We will notify the school no later than the beginning of the school day if our child will miss school.
- We will allow our child to go on P3 ACADEMY field trips.
- We will make sure our child follows the P3 ACADEMY dress code.
- We will always act in a professional manner when speaking with all people in our school community.
- We will help our child prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
- We will embody the values of P3 Academy.
- We are responsible for our child's behavior, as well as our own.

X _____

Parent Signature

P3 Academy

Commitment to Excellence

Student's Commitment

I fully commit to P3 Academy in the following ways:

- I will arrive at P3 Academy everyday on time.
- I will remain at P3 Academy throughout the instructional day.
- I will come to P3 Academy every day prepared to learn.
- I will not take shortcuts. I will give 100% everyday.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow teammates and me to learn. Every day, I will be the best student and person I can be.
- I will take charge of my own learning by following the P3 Academy principle of SLANT: Sitting up straight, Listen, Asking and answering questions, Nod to show I'm following along, and Tracking the speaker.
- I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my agenda.
- I will ask my teachers for help when I need it both in class and outside of class.
- If I make a mistake, I will use reflection to make a better choice the next time.
- I will follow my teachers' directions and P3 Academy rules.
- I will demonstrate the values of being a top-notch pupil who learns with a purpose and ensures preparation.
- I will follow the P3 Academy Dress Code.
- I will uphold the high expectations of P3 Academy at all P3 Academy related events on and off campus.
- I am responsible for my own behavior, and I will accept responsibility for my actions.

X _____

Student Signature

P3 Academy

Commitment to Excellence

Teachers' Commitment

We commit to P3 ACADEMY in the following ways:

- We will arrive at P3 ACADEMY every day on time and remain throughout the instructional day.
- We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.
- We will plan and execute rigorous lessons to prepare our students for success in high school, college and in life.
- We will hold all of our students, parents, fellow staff members, and ourselves to P3 ACADEMY's high expectations.
- We are committed to results.
- We will collaborate and plan with colleagues on a regular basis.
- We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
- We will make ourselves available to the questions, concerns, or suggestions of our parents through scheduled meetings and phone calls.
- We will make ourselves available to students, parents, and fellow staff members via phone in the evenings.
- We will provide opportunities to parents/guardians to volunteer and participate in their child's classroom.
- We will regularly provide parents with updates on their children's progress via paychecks, progress reports, and report cards.
- We will always act in a professional manner when speaking with all people in our school community.
- We will strive to be the best teachers we can be, modeling excellence and taking no shortcuts in preparing our students for success in high school, college and in life.
- We will ensure the safety of all students under our supervision.
- We will follow the P3 ACADEMY Dress Code and norms for Professionalism.
- We will embody the values of P3 Academy.
- We are responsible for our own behavior, and will accept responsibility for our own actions.

X _____

Teacher Signature

Department of the Treasury
Internal Revenue Service
Cincinnati, OH 45999

In reply refer to: 0241106237
Aug 09, 2011 LTR 147C
42-1629468

MCGEHEE DESHA ALUMNI COMMUNITY CENTER INC
% RUBY GRAHAM-EMERSON
500 SOUTH FIRST STREET
MCGEHEE AR 71654-0000 000

Taxpayer Identification Number: 42-1629468

Form(s):

Dear Taxpayer:

This letter is in response to your telephone inquiry of August 9th, 2011.

Your Employer Identification Number (EIN) is 42-1629468. Please keep this number in your permanent records. You should enter your name and your EIN, exactly as shown above, on all business federal tax forms that require its use, and on any related correspondence documents.

If you have any questions regarding this letter, please call our Customer Service Department at 1-800-829-0115 between the hours of 7:00 AM and 10:00 PM. If you prefer, you may write to us at the address shown at the top of the first page of this letter. When you write, please include a telephone number where you may be reached and the best time to call.

Sincerely,

Ms. Sword

Ms. Sword
1000196620
Customer Service Representative

[redacted]

[redacted] DESHA ALUMNI COMMUNITY
CENTER INC
C/O TOM A BUFORD
PO BOX 459
HAYNES, AR 72341-0000

[redacted]
41-[redacted]
DLN:
17053256050025
Contact Person:
CASEY A SUTFIELD ID# 31474
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
August 23, 2005
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2009

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. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

Letter 1045 (DO/CG)

[redacted]

Sincerely,

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)
Statute Extension

Letter 1045 (DO/CG)

Proof of Publication

STATE OF ARKANSAS

COUNTY OF Desha

I, Rachel D. Freeze, do swear that I am the Editor of the MCGEHEE DERMOTT TIMES-NEWS, a newspaper published in Desha/Chicot County, Arkansas, having an actual and bonafide circulation in the cities of McGehee, Dermott and in said county, and that the NOTICE, of which the annexed and attached is a true copy, was published for 3 consecutive weeks on the dates of:

3-22-17
3-29-17
4-5-17

Rachel D Freeze
Rachel D. Freeze

Subscribed and sworn to me this 5 day of April, 2017.

Arlene White
Notary Public Clerk

My commission expires 4-15-17

PUBLIC NOTICE

P3 Academy is giving a public notice of their intent to file an application for an open charter school. There will be a public meeting held on Wednesday, April 18, 2017 at 6:00p.m. at the McGehee Desha Alumni Community Center, Inc., 500 S. 1st Street, McGehee, AR.

Information will be provided about the proposal and comments may be given concerning the project and any potential education or economic impact on the community.

#12216 3.33.3tp

ARLENE WHITE NOTARY PUBLIC #12359703 EXPIRES 4-15-2017 DESHA COUNTY, AR

P3 Academy Charter School

April 18, 2017

Full Name	City, State
1. Andre' Jordan	Mcgehee Arkansas
2. Anthony Wade	McGehee AR
3. Neria Nelson	Megehee Ark
4. JIMMIE HAYNES	McGEHEE AR
5. Dominique Bentley	McGehee AR
6. Alan Alexander	McGehee AR
7. Amber Bratton	McGehee AR
8. Molly Bratton	McGehee AR
9. Jackie Smith	McGehee AR
10. Kenneth Hampton	McGehee AR
11. Claudine Powell	McGehee AR
12. Jasmine Powell	McGehee AR
13. Tamara Hall	McGehee, AR
14. Kymberly Wimberly	McGehee, AR
15. Pankie Bowenin Sham	McGehee, AR
16. Victor Holley	McGehee, AR
17. Jeremy Campbell	McGehee AR
18. Charles Baker	McGehee AR
19. Angel Powell	McGehee AR
20. Aidrianna Carr	McGehee AR
21. Antienne Bentley	Mcgehee AR
22. Rolunda Rox	McGehee AR
23. Winona Coalnley	Mcgehee AR
24. Desance Moorehead	Mcgehee AR
25. JAmes Perkins	McGehee AR
26.	
27.	
28.	
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34.	
35.	

UA LITTLE ROCK
WILLIAM H. BOWEN SCHOOL OF LAW
UNIVERSITY OF ARKANSAS AT LITTLE ROCK
CLINICAL PROGRAMS

April 26, 2017

Arkansas Charter Authorization Panel
The State Board of Education

Re: Application of P3 Charter School of McGehee Arkansas

To Whom It May Concern:

I write to support the application of the P3 Academy Charter School of McGehee, Arkansas.

I know the work that Mr. and Mrs. Emerson have done with the McGehee Desha Alumni Community Center. I became acquainted with Mr. and Mrs. Emerson through my work with the UALR William H. Bowen School of Law. As a supervising attorney at the law school in 2014, we met with community leaders in Desha County, Arkansas as we planned a legal outreach clinic to low income citizens in the Delta. Mrs. Emerson was an enthusiastic supporter of our legal education and divorce clinic that we were creating. Through my work in the Delta for the last three years, I have found Mrs. Emerson to be a source of competent leadership and a person with a pragmatic vision.

I know that the after school program that Mr. and Mrs. Emerson run is first class. It is not a warehouse program for kids after school; it is an inspirational and aspirational after school program in which kids are encouraged to do their homework, value education, and dream of futures. For the last two summers, Mrs. Emerson has asked me and my law students to explain to the children what lawyers do. She wanted the children to be exposed to and learn about our legal system. In response to her request, we have put on a play involving Goldilocks and the Three Bears in which the children are jurors and are required to determine whether or not Goldilocks should be found guilty of breaking and entering into the home of The Three Bears. The children hear the legal arguments of the prosecutor and the defense counsel for Goldilocks. The law students are in costumes, and everyone has fun. I share this story to let you know that the program Mr. and Mrs. Emerson run is top notch. She wants to stretch the children. She has spoken about teaching the children about vegetables and how she wants them to learn about foods that they normally are not exposed to in their homes. Mrs. Emerson has a college fund for each child. The college fund is a jar with the child's name on it, and the child places dollars in the fund earned by good grades and good attendance. This small step plants seeds. The chart next to the fund proclaims each child's savings for college earned by his/her own efforts. That is the kind of after school program Mrs. Emerson runs.

1201 McMath Avenue, Rm 105 Little Rock, Arkansas 72202
(O) 501.324.9441 (F) 501.324.9911 ualr.edu/law

I am confident that Mrs. Emerson would run an exceptional Charter school. The school would be geared to providing the children not just with lessons but also *motivation* to learn lessons. It not only would be an effective program in teaching the skills required for successful mastery of an early elementary curriculum, it would provide children with aspiration as to why school lessons matter. Some of the children in McGehee do not have parents who encourage aspiration. Mr. and Mrs. Emerson provide that motivation and aspiration in a gentle and effective way every day in every way. For example, I have often heard Mrs. Emerson say to the children, "Look up, your future is in front of you." That simple phrase plants a tiny seed in children. It encourages children to plan for a future.

As an Associate Professor of Clinical Legal Education at the UALR William H. Bowen School of Law Legal Clinic, and as a former Instructor for three summers at the Arkansas Governor's School, I understand how important quality education is for all ages. I am certain that the P3 Academy will provide quality education for a group of at risk students in McGehee, Arkansas.

I wholeheartedly lend my support and recommendation to Mr. and Mrs. Emerson's application for the P3 Charter School in McGehee, Arkansas.

Sincerely,

Suzanne Penn
Supervising Attorney
Associate Professor of Clinical Legal Education

April 25, 2017

Arkansas Department of Education
Arkansas Charter Authorization Panel
Four Capitol Mall, Room 403-A
Little Rock, AR 72201

Dear Panel Members:

My Name is Kate Maxwell-Stephens, PhD, and it is with great pleasure and commitment that I write this letter of support for the creation and development of the P3 Charter School for McGeHee Arkansas.

My experience is in educational organization and leadership with the Utah State Office of Education, the University of Utah, and the Salt Lake Community College where I initiated new educational programs in middle through high school for underrepresented students in the areas of math, science, and engineering. I was the pioneer in our state for the creation of both MESA and STEM programs. Therefore; I feel confident in offering my support to this project.

I have had the opportunity to work with Ms. Rubye Graham-Emerson and her committee on the formulation of this project and I feel that they are amply qualified to be successful at this most needed endeavor. Data show a great need in the area for strategically directed curriculum focusing on post K-12 preparation and education. This, I feel, will be a valuable opportunity for the youth of the community.

Please feel free to contact me if I may be of service.

Sincerely,

Kate Maxwell-Stephens, PhD (Retired)

801-573-1253
Katemaxwellstephens1@gmail.com

THE UNIVERSITY OF ARKANSAS
AT MONTICELLO

School of Agriculture
P.O. Box 3508
Monticello, AR 71656
(870) 460-1014 / FAX (870) 460-1415

April 27, 2017

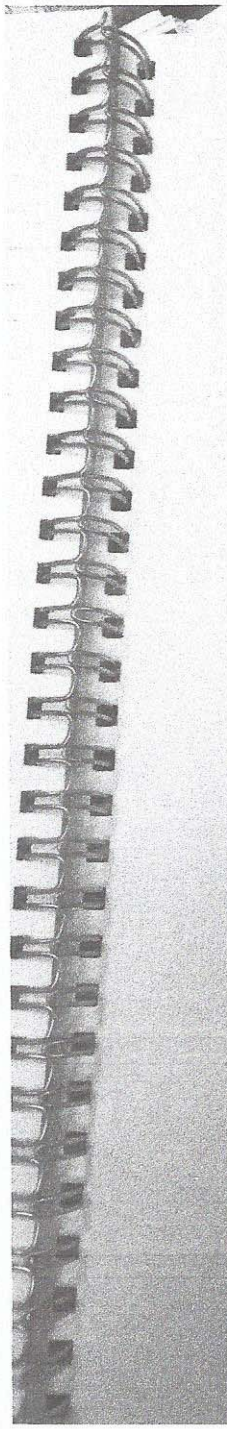
To Whom It May Concern:

It is without hesitation that I give my full endorsement and support to the efforts of the McGehee Desha Alumni Community Center, Inc. on their plans for starting a charter school designed to help underprivileged children begin life with successful learning skills. There is a great need in our region for implementation of alternative learning environments where children can receive more personalized attention, nutritious diets, and creative activities designed to develop their key learning skills. I am confident that the leadership of the McGehee Desha Alumni Community Center, Inc. can deliver successful educational and life skills programs that will benefit the region.

By design, this charter school will target children in the most critical stages of their lives with regard to developing efficient learning habits and the intellectual foundational skills needed for later educational opportunities. Studies show how significant these early years are on the future success of students in their education and careers. There is a great need for addressing the learning deficiencies that exist between some of the children in this region with children from other areas of the country, a need that is often overlooked by the current structure of public education. These students need more attention, love, and encouragement to get them started as life learners. These needs will be met with the proposed charter school and therefore I, and many others, give our endorsement for the school and ask that favorable evaluations and support be given for the school.

Sincerely,

Paul B. Francis, Ph.D.
Professor, Plant and Soil Science
Univ. Arkansas at Monticello/Univ. Arkansas SE Research & Ext. Center
870-460-1314
francis@uamont.edu



McGehee Public Schools

2017-2018 SCHOOL YEAR CALENDAR

August 7-15, 2017	Teacher PD-Mandatory
August 16, 2017	1st Day of School
September 4, 2017	Labor Day Holiday
September 19, 2017	Parent Teacher Conferences
October 9, 2017	Teacher PD/No Students
October 13, 2017	End of 1st 9 weeks (41 days)
October16, 2017	Beginning of 2nd 9 weeks
November 20-24, 2017	Thanksgiving Holiday
December 20-22, 2017	Semester Tests
December 22, 2017	End of 2nd 9 weeks (45 days)/End of 1st Semester (86 days)
December 25, 2017-January 5, 2018	Christmas Holiday
January 8, 2018	Beginning of 3rd 9 weeks
January 15, 2018	Martin Luther King Holiday
February 19, 2018	President's Day Holiday
March 9, 2018	End of 3rd 9 weeks (43 days)
March 12, 2018	Beginning of 4th 9 weeks
March 15, 2018	Parent Teacher Conferences
March 16, 2018	Teacher PD/No Students
March 19-23, 2018	Spring Break
May 23-25, 2018	Semester Exams

2017 Application
Open-Enrollment Public Charter School
Personnel Salary Schedule

Line #	Administrative Positions:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
1	School Leader	1	$45,000.00	1	$45,000.00
2	Administrative Assistance	1	$33,000.00	1	$33,000.00
3	Operations Manager	1	$29,000.00	1	$29,000.00
4	**Subtotal:**		$107,000.00		$107,000.00
5	Fringe Benefits (rate used 7.5 %)		$8,025.00		$8,025.00
6	**Total Administrative Positions:**		$115,025.00		$115,025.00

	Regular Classroom Instruction:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
7	Teachers	3	$45,000.00	3	$45,000.00
8	Aides	1	$25,000.00	1	$25,000.00
9	**Subtotal:**		$160,000.00		$160,000.00
10	Teacher Fringe Benefits (rate used 7.5 %)		$10,125.00		$10,125.00
11	Aide Fringe Benefits (rate used 7.5 %)		$1,875.00		$1,875.00
12	**Total Regular Classroom Instruction:**		$172,000.00		$172,000.00

	Special Education:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
13	Teachers	1	$45,460.00	1	$45,460.00
14	Aides				
15	**Subtotal:**		$45,460.00		$45,460.00
16	Teacher Fringe Benefits (rate used 7.5 %)		$3,409.50		$3,409.50
17	Aide Fringe Benefits (rate used ____ %)		$0.00		$0.00
18	**Total Special Education:**		$48,869.50		$48,869.50

	Gifted and Talented Program:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
19	Teachers	0		0	
20	Aides				
21	**Subtotal:**		$0.00		$0.00
22	Teacher Fringe Benefits (rate used 0 %)		$0.00		$0.00
23	Aide Fringe Benefits (rate used ____ %)		$0.00		$0.00
24	**Total Gifted and Talented Program:**		$0.00		$0.00

	Alternative Education Program/ Alternative Learning Environments:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
25	Teachers				
26	Aides				
27	**Subtotal:**				
28	Teacher Fringe Benefits (rate used ____ %)		$0.00		$0.00
29	Aide Fringe Benefits (rate used ____ %)		$0.00		$0.00
30	**Total Alternative Education Program/ Alternative Learning Environments:**		$0.00		$0.00

	English Language Learner Program:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
31					
32	**Subtotal:**				
33	Fringe Benefits (rate used _____ %)		$0.00		$0.00
34	**Total English Language Learner Program:**		$0.00		$0.00

	Guidance Services:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
35					
36	**Subtotal:**				
37	Fringe Benefits (rate used _____ %)		$0.00		$0.00
38	**Total Guidance Services:**		$0.00		$0.00

	Health Services:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
39	Nurse	1	$41,256.00	1	$41,256.00
40	**Subtotal:**		$41,256.00		$41,256.00
41	Fringe Benefits (rate used 7.5 %)		$3,094.20		$3,094.20
42	**Total Health Services:**		$44,350.20		$44,350.20

	Media Services:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
43	Tech Support	1	$35,000.00	1	$35,000.00
44	**Subtotal:**		$35,000.00		$35,000.00
45	Fringe Benefits (rate used 7.5 %)		$2,625.00		$2,625.00
46	**Total Media Services:**		$37,625.00		$37,625.00

	Fiscal Services:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
47	Accountant/Bookeeper	1	$25,000.00	1	$25,000.00
48	**Subtotal:**		$25,000.00		$25,000.00
49	Fringe Benefits (rate used 7.5 %)		$1,875.00		$1,875.00
50	**Total Fiscal Services:**		$26,875.00		$26,875.00

	Maintenance and Operation:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
51	Maintenance	1	$25,000.00	1	$25,000.00
52	**Subtotal:**		$25,000.00		$25,000.00
53	Fringe Benefits (rate used 7.5 %)		$1,875.00		$1,875.00
54	**Total Maintenance and Operation:**		$26,875.00		$26,875.00

	Pupil Transportation:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
55					
56	**Subtotal:**				
57	Fringe Benefits (rate used _____ %)		$0.00		$0.00
58	**Total Pupil Transportation:**		$0.00		$0.00

		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
	Food Services:				
59	Kitchen Supervisor	1	$25,000.00	1	$25,000.00
60	**Subtotal:**		$25,000.00		$25,000.00
61	Fringe Benefits (rate used 7.5 %)		$1,875.00		$1,875.00
62	**Total Food Services:**		$26,875.00		$26,875.00
	Data Processing:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
63					
64	**Subtotal:**				
65	Fringe Benefits (rate used ____ %)		$0.00		$0.00
66	**Total Data Processing:**		$0.00		$0.00
	Substitute Personnel:	2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
67	Number of Certified Substitutes ____	1	$9,500.00	1	$9,500.00
68	Number of Classified Substitutes ____	1	$9,500.00	1	$9,500.00
69	**Subtotal:**		$19,000.00		$19,000.00
70	Certified Fringe Benefits (rate used 4.5 %)		$427.50		$427.50
71	Classified Fringe Benefits (rate used 4.5 %)		$427.50		$427.50
72	**Total Substitute Personnel:**		$19,855.00		$19,855.00
73	**TOTAL EXPENDITURES FOR SALARIES:**		$518,349.70		$518,349.70

2016 Application
Open-Enrollment Public Charter School
Estimated Budget Template

REVENUES

Line #	State Public Charter School Aid:				2018-2019 Amount:	2019-2020 Amount:
	2018-2019					
1	Number of Students 80	X $6,781.00	State Foundation Funding		$542,480.00	
2	Number of Students 80	X $26.00	Professional Development		$2,080.00	
3	Number of Students 80	X $1,051.00	NSL Funding: 70-89%		$84,080.00	
4	Number of Students _____	X _____	Other: *Explain Below*		_____	
5	Number of Students _____	X _____	Other: *Explain Below*		_____	
6	Number of Students _____	X _____	Other: *Explain Below*		_____	
7	Number of Students _____	X _____	Other: *Explain Below*		_____	
	2019-2020					
8	Number of Students 100	X $6,781.00	State Foundation Funding			$678,100.00
9	Number of Students 100	X $26.00	Professional Development			$2,600.00
10	Number of Students 100	X $1,051.00	NSL Funding: 70-89%			$105,100.00
11	Number of Students _____	X _____	Other: *Explain Below*			_____
12	**Total State Public Charter School Aid:**				$628,640.00	$785,800.00

	Federal Charter School Aid:	2018-2019 Amount:	2019-2020 Amount:
13	Title I	_____	_____
14	Special Education	_____	_____
15	Child Nutrition	_____	_____
	Other:		
16	_____	_____	_____
17	**Total Federal Charter School Aid:**		

	Other Sources of Revenues:	2018-2019 Amount:	2019-2020 Amount:
	(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)		
18	Private Donations or Gifts	$3,000.00	$3,300.00
19	Special Grants *(List the amount)*	_____	_____
	Other *(Specifically Describe)*		
20	_____	_____	_____
21	**Total Other Sources of Revenues:**	$3,000.00	$3,300.00
22	**TOTAL REVENUES:**	$631,640.00	$789,100.00

EXPENDITURES

		2018-2019 Amount:	2019-2020 Amount:
	Administration:		
23	Salaries and Benefits	$115,025.00	$115,025.00
	Purchased Services (List Vendors Below)		
24	V - AD 1		
25	Supplies and Materials		
26	Equipment		
	Other (List Below)		
27			
28	**Total Administration:**	$115,025.00	$115,025.00

		2018-2019 Amount:	2019-2020 Amount:
	Regular Classroom Instruction:		
29	Salaries and Benefits	$172,000.00	$172,000.00
	Purchased Services (List Vendors Below)		
30	V - CI 1		
31	Supplies and Materials		
32	Equipment		
	Other (List Below)		
33			
34	**Total Regular Classroom Instruction:**	$172,000.00	$172,000.00

		2018-2019 Amount:	2019-2020 Amount:
	Special Education:		
35	Salaries and Benefits	$48,869.50	$48,869.50
	Purchased Services (List Vendors Below)		
36	V - SE 1		
37	Supplies and Materials		
38	Equipment		
	Other (List Below)		
39			
40	**Total Special Education:**	$48,869.50	$48,869.50

		2018-2019 Amount:	2019-2020 Amount:
	Gifted and Talented Program:		
41	Salaries and Benefits	$0.00	$0.00
	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:**	$0.00	$0.00

		2018-2019 Amount:	2019-2020 Amount:
	Alternative Education Program/ Alternative Learning Environments:		
47	Salaries and Benefits	$0.00	$0.00
	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:**	$0.00	$0.00

		2018-2019 Amount:	2019-2020 Amount:
	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

		2018-2019 Amount:	2019-2020 Amount:
	Guidance Services:		
59	Salaries and Benefits	$0.00	$0.00
	Purchased Services (List Vendors Below)		
60	V - GS 1		
61	Supplies and Materials		
62	Equipment		
	Other (List Below)		
63			
64	**Total Guidance Services:**	$0.00	$0.00

		2018-2019 Amount:	2019-2020 Amount:
	Health Services:		
65	Salaries and Benefits	$44,350.20	$44,350.20
	Purchased Services (List Vendors Below)		
66	V - HS 1		
67	Supplies and Materials		
68	Equipment		
	Other (List Below)		
69			
70	**Total Health Services:**	$44,350.20	$44,350.20

		2018-2019 Amount:	2019-2020 Amount:
	Media Services:		
71	Salaries and Benefits	$37,625.00	$37,625.00
	Purchased Services (List Vendors Below)		
72	V - MS 1		
73	Supplies and Materials		
74	Equipment		
	Other (List Below)		
75			
76	**Total Media Services:**	$37,625.00	$37,625.00

		2018-2019 Amount:	2019-2020 Amount:
	Fiscal Services:		
77	Salaries and Benefits	$26,875.00	$26,875.00
	Purchased Services (List Vendors Below)		
78	V - FS 1		
79	Supplies and Materials		
80	Equipment		
	Other (List Below)		
81			
82	**Total Fiscal Services:**	$26,875.00	$26,875.00

		2018-2019 Amount:	2019-2020 Amount:
	Maintenance and Operation:		
83	Salaries and Benefits	$26,875.00	$26,875.00
	Purchased Services (List Vendors Below) INCLUDE UTILITIES		
84	V - MO 1		
85	Supplies and Materials		
86	Equipment		
	Other (List Below)		
87			
88	**Total Maintenance and Operation:**	$26,875.00	$26,875.00

		2018-2019 Amount:	2019-2020 Amount:
	Pupil Transportation:		
89	Salaries and Benefits	$0.00	$0.00
	Purchased Services (List Vendors Below)		
90	V - PT 1		
91	Supplies and Materials		
92	Equipment		
	Other (List Below)		
93			
94	**Total Pupil Transportation:**	$0.00	$0.00

		2018-2019 Amount:	2019-2020 Amount:
	Food Services:		
95	Salaries and Benefits	$26,875.00	$26,875.00
	Purchased Services (List Vendors Below)		
96	V - FD 1		
97	Supplies and Materials		
98	Equipment		
	Other (List Below)		
99			
100	**Total Food Services:**	$26,875.00	$26,875.00

		2018-2019 Amount:	2019-2020 Amount:
	Data Processing:		
101	Salaries and Benefits	$0.00	$0.00
	Purchased Services (List Vendors Below)		
102	V - DP 1		
103	Supplies and Materials		
104	Equipment		
	Other (List Below)		
105			
106	**Total Data Processing:**	$0.00	$0.00

		2018-2019 Amount:	2019-2020 Amount:
	Substitute Personnel:		
107	Salaries and Benefits	$19,855.00	$19,855.00
	Purchased Services (List Vendors Below)		
108	V - SB 1		
109	**Total Substitute Personnel:**	$19,855.00	$19,855.00

		2018-2019 Amount:	2019-2020 Amount:
	Facilities:		
110	Lease/Purchase Contract for One Full Year Facility Upgrades (List Upgrades Below)		
111			
112	Property Insurance for One Full Year		
113	Content Insurance for One Full Year		
114	**Total Facilities:**		

		2018-2019 Amount:	2019-2020 Amount:
	Debt Expenditures:		
	List Debts Below		
115			
116	**Total Debt Expenditures:**		

		2018-2019 Amount:	2019-2020 Amount:
	Other Expenditures:		
	List Other Expenditures Below		
117			
118	**Total Other Expenditures:**		

119	**TOTAL EXPENDITURES:**	$518,349.70	$518,349.70
120	NET REVENUE OVER EXPENDITURES:	$113,290.30	$270,750.30

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): McGehee Desha Alumni Community Center, Inc.

Lessee(Tenant): P3 Academy Charter School (P3-ACS)

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

Describe the present use of the facility:

The building is currently use for DHS's After School and Summer Feeding Service from 3:00 to 5:00 pm, Monday-Friday.

Address of Premises: 500 South First Street, McGehee, AR 71654

Square Footage: 3,600 square feet

Terms of Lease: August 2018-2023

Rental Amount: $2,500.00 per month, reviewed yea

Contingency: The terms of this agreement are contingent upon

McGehee Desha Alumni Community Center, Inc.
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2018

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

Lessee: P3 Academy Charter School (P3-ACS)

By: Lashye Graham-Emerson Date 04/27/2017

Lessor: McGehee Desha Alumni Community Center, Inc.

By: Dina W Dilson Date 4/27/2017

2017 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL STATEMENT OF ASSURANCES

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

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.

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

3. The open-enrollment charter school shall hold an annual 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 statutes or 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 Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

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 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 Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.

15. 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.

16. Should the open-enrollment public charter school voluntarily or involuntary 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.

Gina W Gibson

Signature of President of the Sponsoring Entity Board of Directors

April 27, 2017

Date

Gina W Gipson

Printed Name

From:	Chintan Desai
To:	thomas.gathen@mcgeheeschools.org; kristi.ridgell@dermott.k12.ar.us; billy.williams@drewcentral.org; kelvin.gragg@dumask12.org; ldardenne@dewittdragons.net; jcottoms@marvellschools.org
Cc:	Rubye Emerson; Virginia Perry (ADE)
Subject:	Notice of Public Hearing re: P3 Academy
Date:	Monday, April 03, 2017 4:49:37 PM

Superintendents -

I hope this message finds you well. Please see attached for a notice of a public hearing for a proposed charter school in McGhee, Arkansas.

Chintan Desai

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PUBLIC NOTICE

P3 Academy is giving a public notice of their intent to file an application for an open charter school. There will be a public meeting held on Wednesday, April 18, 2017 at 6:00p.m. at the McGehee Desha Alumni Community Center, Inc., 500 S. 1st Street, McGehee, AR.
Information will be provided about the proposal and comments may be given concerning the project and any potential education or economic impact on the community.
#12216 3.33.3tp

Notice of Application
For NPDES Permit AR0035823

Under the provisions of Act 163 of the 1993 Arkansas Legislature, this is to give notice the Office of Water Quality of the Arkansas Department of Environmental