AGENDA
STATE BOARD OF EDUCATION

December 11, 2006
Arkansas Department of Education
Department of Education, Auditorium, #4 Capitol Mall
9:00 AM

Chair's Report – Diane Tatum
Commissioner's Report – Dr. T. Kenneth James

Back Print

Consent Agenda

C-1 Minutes - November 13, 2006

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

** By the Court Order of December 1, 1993, the Department of Education is required to file a monthly Project Management Tool to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan.*

Process

** In December, the report emphasizes the following: 1. Summary of the PMT for November.*

C-3 Act 648 Community Service Sites

Attached is the Community Service Sites seeking approval by the State Board of Education.

C-4 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative ActionReport, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminatingprocess. To communicate to the members of the State Board on monthly personnel actions. The information isneeded to measure the effectiveness of our recruitment, hiring and promotion efforts and is in conformity with federalgovernment guidelines, which require us to compile statistical information about applicants for employment.

C-5 Report of Waivers to School Districts for Teachers Teaching Out-of-Field for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 47 districts covering a totoal of 139 positions. None of these requests were from a district in academic distress. These requests have been reviewed by Department staff and are consistent with program guidelines.

C-6 Adoption of Calendar of Meetings - 2007

State statute requires the State Board of Education to adopt a calendar of meeting dates for 2007 at the last regular meeting of the calendar year. A calendar for 2007 is proposed for adoption.

Action Agenda

A-1 Request to Consider Approval of Bryant School District's Petition to De-Annex the Former Paron School District

On July 20, 2006, the Bryant School District submitted a "Petition to De-Annex the Former Paron School District" to the State Board of Education. The Bryant School District agreed to postpone the consideration of their petition until the December 2006 meeting. The petition is to be presented by the Bryant School District. The ADE legal counsel will provide the Board with comments and analysis to be considered prior to any possible action on the petition.

A-2 Request for Consideration of 2006-2007 Arkansas Better Chance Grants-Round #5

According to ABC Rules and Regulations, ABC program are required to renew their grants on an annual basis. The Division of Child Care and Early Childhood Education has reviewed the attached grant and is ready to submit for your consideration.

A-3 Request for Amendments to 2006-2007 Arkansas Better Chance Grants

In accordance with the agreement between the Division of Child Care and Early Childhood Education and ADE, we submit for approval a request to amend these current ABC agreements due to either ownership changes or errors in the original grant amount.

A-4 Consideration of Establishing the Minimum Passing Score of 156 on the Content Area, Gifted Education Test (#0357) of the Praxis II Examination Series for licensure of Arkansas Gifted and Talented Teachers

With the passing of Act 106 in 1979, Arkansas has provided a program for the gifted and talented students in the state. It is only recently that Educational Testing Services (ETS) developed an appropriate Praxis Examination Series Test for Gifted Education, which the Offices of Teacher Quality, Professional Licensure and Gifted Education, support for licensure of Arkansas' gifted and talented teachers. The five (5) domains tested on the examination are: 1) Definitions, Development and Characteristics of Giftedness, 2) Identification, Assessment and Eligibility of Gifted Students, 3) Curricular and Instructional Modifications for Gifted Students, 4) Program Placements for Gifted Students, and 5) Professional Knowledge. The Arkansas Department of Education, in consultation with the University of Arkansas at Little Rock's gifted and talented faculty examined the test and deemed it appropriate for Arkansas teachers. Gifted and Talented practitioners from around the state participated in a standards setting study conducted by (ETS) on September 12, 2006. The study validated the evidence supporting the use of this test in Arkansas and the panel has recommended a minimum passing score of 156. The Department is recommending an effective date of September 1, 2007, at which time all new candidates for an Arkansas license in Gifted and Talented (P-8 and/or 7-12) will be required to pass this new Content Area - Gifted Education Test (Praxis II #0357) examination.

A-5 Consideration for Adoption and Implementation with the Beginning of 2007-2008 School Year the Amended Grades 9-12 English/Language Arts Frameworks and the Algebra I, Geometry and Algebra II Mathematics Frameworks that have been Aligned to the America Diploma Project (Achieve).

Arkansas is one of ten states to be awarded a National Governor's Association/Gates Foundation High School Redesign Grant. The 4 goals of the grant included: I. Developing college ready/workplace ready skills in mathematics and English/Language Arts; II. Expanding and/or developing the end-of-course tests and/or augment those tests to assess those standards; III. Expanding and implementing the longitudinal data tracking system; and IV. Developing an

effective communications system that links the partnerships that must occur and assure "buy-in" from those partners. Goal I: Developing college/workplace ready skills in mathematics and English/Language Arts included the following processes: Alignment team members representing the Arkansas Department of Education (ADE), the Arkansas Department of Higher Education (ADHE) and the Arkansas business community worked with Achieve and national content experts to examine the American Diploma Project and other research representing the business community's and post-secondary education's expectations for high school students. Content team members representing Arkansas high schools and Arkansas two/four year institutions of higher education worked to align the existing grades 9-12 Arkansas English/Language Arts and course specific Mathematics Frameworks to the American Diploma Project. Shareholder meetings were convened across the state to share and seek information about high school redesign. Presentation by Michael Cohn, Achieve, and Dave Spence, SREB, on high school redesign and the Arkansas alignment project were made before the Joint Boards of Education. ADE seeks State Board approval for implementing the amended frameworks for the 2007-2008 school year. ADE will conduct a variety of professional development activities to support implementation of the amended frameworks.

A-6 Consideration of Request for Public Comment of the Proposed Rule Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards (NBPTS)

After the 2006 Special Session, the Rules Governing the Arkansas Teacher of the Year established that each year Arkansas' Teacher of the Year will be on paid administrative leave from his/her school district to work "in residence" with the Arkansas Department of Education to create professional development programs, provide educational/ technical assistance, enhance the Arkansas Teacher of theYear Program, enhance the quality of elementary and secondary education in Arkansas and represent the state in the national teacher of the year competition, as well as, serve as a non-voting member on the State Board of Education.

Due to the "in residence" status of these Arkansas Exemplary Teachers each year, the Department has elected to revisit the rules governing the incentives paid to Arkansas teachers who are Nationally Board Certified.

A-7 Hearing of Open Enrollment Charter School Application Appeal and ADE Review: School of Excellence - Humphrey

School of Excellence is a proposed open-enrollment charter school to be located within the DeWitt School District in Humphrey, Arkansas. The sponsoring entity is the Friends of Humphrey School. Students in grades 4-8 would be served with an enrollment of 160 students.

The proposed facility is located at 703 N. Division, Humphrey, Arkansas.

Affected districts for this proposed charter school include DeWitt, Stuttgart, Carlisle and Dollarway. The Board of Education of the DeWitt School District voted to disapprove the School of Excellence Open-Enrollment Charter. The applicants therefore, have requested a hearing with the State Board of Education in this matter.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for the School of Excellence. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, documentation by the districts, the ADE evaluation and the written response by the applicants have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

A-8 Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Hope Academy, Pine Bluff

Hope Academy is a proposed open-enrollment charter school to be located within the Pine Bluff School District in Pine Bluff, Arkansas. The sponsoring entity is There Is Hope For the Children, Inc. The Letter of Intent stated that students in grades 4-8 would be served. The application states that students in grades 5-8 will be served. The proposed student enrollment is 280. The proposed facility is located at 1021 East 2nd Street, Pine Bluff, Arkansas. Affected districts for this proposed charter school include Pine Bluff, Watson Chapel, Dollarway and White Hall. The Board of Education of the Pine Bluff School District voted to disapprove the Hope Academy Open-Enrollment Charter. The applicants therefore, have requested a hearing with the State Board of Education in this matter. Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for Hope Academy. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, documentation by the districts, the ADE evaluation and the written response by the applicants have been included for review by the Board. The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

A-9 Hearing of Open Enrollment Charter School application Appeal and ADE Review: Northwest Academy of Fine Arts, Rogers

Northwest Academy of Fine Arts is a proposed open-enrollment charter school to be located within the Rogers School District in Rogers, Arkansas. The sponsoring entity is the Benton County Charter School Org., Inc. The applicants are requesting permission to serve students in grades 9-12 with a maximum of 250 students.

The proposed facility is located at 506 W. Poplar, Rogers, Arkansas.

Affected districts for this proposed charter school include Gentry, Gravette, Pea Ridge, Bentonville, Springdale, Siloam Springs and Rogers. The Board of Education of the Rogers District voted to disapprove the Northwest Arkansas Academy of Fine Arts Open-Enrollment Charter. The applicants therefore, have requested a hearing with the State Board of Education in this matter.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for Northwest Arkansas Academy of Fine Arts. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, documentation by the districts, the ADE evaluation and the written response by the applicants have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

A-10 Hearing of Open Enrollment Charter School Application Appeal and ADE Review: The University School, Blytheville

The University School is a proposed open-enrollment charter school to be located within the Blytheville School District in Blytheville, Arkansas. The sponsoring entity is Great River Academic Center For Excellence, Inc. The applicants are requesting permission to serve students in grade K-12 with a maximum of 350 students.

The proposed facility is located at 236 Hickory Lane, which is the previous site of the former Burdett School, Burdett, Arkansas.

Affected districts for this proposed charter school include Armorel, Blytheville, Gosnell, Manila, Osceola and South Mississippi County.

The Board of Education of the Blytheville School District voted to disapprove the University School Open-Enrollment Charter. The applicants therefore, have requested a hearing with the State Board of Education in this matter.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for The University School. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, documentation by the districts, the ADE evaluation and the written response by the applicants have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

A-11 Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Grace Academy, Gosnell School District

Grace Academy is a proposed open-enrollment charter school to be located within the Gosnell School District in Dell, Arkansas. The sponsoring entity is Great River Academic Center For Excellence, Inc. The applicants are requesting permission to serve students in grades K-8 with a maximum of 642 by the end of year five (5).

The proposed facility is located at 410 School Street, which is the previous site of the former Dell School, Dell, Arkansas.

Affected districts for this proposed charter school include Armorel, Blytheville, Gosnell, Manila, Osceola and South Mississippi County.

The Board of Education of the Gosnell School District voted to disapprove the Grace Academy Open-Enrollment Charter. The applicants therefore, have requested a hearing with the State Board of Education in this matter.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for Grace Academy. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, documentation by the districts, the ADE evaluation and the written response by the applicants have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

A-12 Hearing of Open enrollment Charter School Application Appeal and ADE Review: Covenant Keepers Academy for College Bound Students, Little Rock School District

Covenant Keepers Academy is a proposed open-enrollment charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity as listed on the Letter of Intent is City of Fire Development, Inc. The sponsoring entity as listed on the application is Covenant Keepers Academy for College Bound Students, by and through Great River Academic Center for Excellence, Inc., Fiscal Agent. The applicants are requesting permission to serve students in grades 6-8 with an initial enrollment of 180 students. Depending on the availability of funds, the applicant would like to add one grade per year until the school includes grades 6-12.

The proposed facility as listed on the application is 10510 Hwy I-30, Little Rock, Arkansas. The ADE has been notified of a facilities change for Covenant Keepers Academy to 8900 Geyer Springs Road, Little Rock, Arkansas.

Affected districts for this proposed charter school include Little Rock School District, North Little Rock School District and Pulaski County School District.

The Board of Education of the Little Rock School District voted to disapprove the Covenant Keepers Academy Open-Enrollment Charter. The applicants therefore, have requested a hearing with the State Board of Education in this matter.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for Covenant Keepers Academy. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, documentation by the districts, the ADE evaluation and the written response by the applicants have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

A-13 Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Learning for Life Academy - Little Rock

Learning for Life Academy is a proposed open-enrollment charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity as listed on the Letter of Intent is Education Consortia, Inc. The sponsoring entity as listed on the application is Education Consortia, Inc., by and through Great River Academic Center for Excellence, Inc. The applicants are requesting permission to serve students in grades 4-8 with a maximum of 150 students.

The proposed facility is located at 401 W. Roosevelt Road, Little Rock, Arkansas.

Affected districts for this proposed charter school include Little Rock School District, North Little Rock School District and Pulaski County School District.

The Board of Education of the Little Rock School District voted to disapprove the Learning for Life Academy Open-Enrollment Charter. The applicants therefore, have requested a hearing with the State Board of Education in this matter.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for Grace Academy. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, documentation by the districts, the ADE evaluation and the written response by the applicants have been included for review by the Board.

The applicant is requesting to be granted an Open-Enrollment Charter from the State Board of Education.

A-14 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Batesville School District – Judy Frolos

Ms. Frolos was convicted of three counts of Forgery 2nd Degree on May 14, 2001, Overdraft on October 28, 2002, and Theft by Deception on June 3, 2004. These are disqualifying offenses for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Batesville School District was notified of Ms. Frolos' ineligibility on July 21, 2006. Ms. Frolos submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on July 27, 2006.

Ms. Frolos has worked as a bus driver for the Batesville School District and received a positive recommendation from

Superintendent Ted Hall as well as her supervisor Mr. Danny James.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Judy Frolos with the stipulation that she be placed on probationary status for a period of two (2) years from the granting of this waiver during which time she must not be convicted of or charged with any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-15 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Pulaski County Special School District – Christie Young

Ms. Young was convicted of Felony Hot Check on October 31, 1995. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Pulaski County Special School District was notified of Ms. Young's ineligibility on July 21, 2006. On August 4, 2006, Ms. Young submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f).

Ms. Young worked in the student nutrition division of the Pulaski County Special School District for the 2005-2006 school year and received a positive recommendation from Superintendent James Sharpe as well as her supervisor Mr. Michael Harvey. She has no other criminal convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Christie Young with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of or charged with any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-16 Hearing on Waiver Request for Non-Certified Employment with the Batesville School District – Barbara Dittiger

Ms. Dittiger was convicted of Breaking and Entering on December 10, 1982. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Batesville School District was notified of Ms. Dittiger's ineligibility on June 26, 2006. On July 30, 2006, Ms. Dittiger submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f).

A-17 Hearing on Waiver Request for Non-Certified Employment with the Springdale School District - Juan Garcia, Jr.

Mr. Garcia was convicted of Burglary of a Vehicle and Involuntary Manslaughter on August 3, 1994. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The SpringdaleSchool District was notified of Mr. Garcia's ineligibility on July 17, 2006. On July 24, 2006, Mr. Garcia submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f).

A-18 Hearing on Waiver Request for Non-Certified Employment with the Blevins School District - Kawana Jones

Ms. Jones was convicted of Domestic Battering Third Degree on August 26, 1997. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(2)(A). The Blevins School District was notified of Ms. Jones' ineligibility on August 31, 2006. On September 18, 2006, Ms. Jones submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f).

A-19 Hearing on Waiver Request for Non-Certified Employment with the Pulaski County Special School District – Terry Davis

Mr. Davis was convicted of Possession of a Controlled Substance without a Prescription on May 12, 1994. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-

17-414(g)(1). The Pulaski County Special School District was notified of Mr. Davis' ineligibility on June 26, 2006. Mr. Davis submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on July 31, 2006.

A-20 Hearing on Recommendation of Revocation of Certified Teacher's License and Request for Waiver – Susan Williams

Ms. Williams applied for renewal of her Arkansas standard teacher's license on December 28, 2005. On the application, Ms. Williams indicated that she had never been convicted of any crime. Review of Ms. Williams' NCIC Federal background check revealed an arrest for Obscenity intent or participation in promotion in violation of Texas Penal Code § 43.23, on April 1, 1999. Further investigation confirmed that Ms. Williams was convicted of Sale, Distribution, or Display of Harmful Material to Minor, in violation of Texas Penal Code § 43.24, on September 15, 1999. Knowingly submitting or providing false information or failing to submit or provide information requested to the Department of Education or the sSate Board of Education is cause for revocation of an Arkansas teacher's license pursuant to Ark. Code Ann. § 6-17-410(e)(2)(I).

On June 28, 2006, Ms. Williams was notified of the recommendation for revocation of her Arkansas teacher's license and of her right to a hearing before the State Board of Education. On July 26, 2006, counsel for Ms. Williams submitted a request for a waiver and hearing pursuant to Ark. Code Ann. § 6-17-410(d). Ms. Williams and counsel were notified on October 26, 2006, that a hearing would be held before the State Board of Education on December 11, 2006, for consideration of the recommendation for revocation and her request for a waiver. The ValleyViewSchool District, for which Ms. Williams is employed, was notified of the hearing on November 21, 2006.

Minutes
State Board of Education
Monday, November 13, 2006

The State Board of Education met on Monday, November 13, 2006, in the Auditorium of the State Education Building. Diane Tatum, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Diane Tatum, Chairman; Randy Lawson, Vice-Chairman; Sherry Burrow; Dr. Calvin King; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; Dr. Naccaman Williams.

The following Board member was absent: Jim Cooper

Board member visits and reflections:

- Rebick visited the Bergman School District reported good things in place in a small district.
- Williams reported observing good work in Delta schools; however, he noted that finding and keeping highly qualified teachers in these schools continues to be a major problem.
- Mays attended Joint Interim Education Committee Meeting. He challenged other Board members to become more informed about the legislative budgeting process.
- Williams and Lawson attended lecture at the University of Arkansas at Fayetteville. The focus was on high school reform. They observed Arkansas' work and performance with high school reform puts the state "ahead of the curve."

Commissioner's Comments

Dr. James reported on the following activities and events.

- Arkansas was host for a national conference directed to serving homeless students.
- ADE received provisional approval of the growth model to supplement the options for ways students can demonstrate performance for determining adequate yearly progress. The approval is conditional on the outcome of the peer review of the state's assessment system, which is currently on-going at the U.S. Department of Education. Arkansas is one of five states with approval or conditional approval. Dr. James emphasized that the growth model will recognize student progress in moving toward proficiency.
- Arkansas will host the Annual Policy Forum of the Council of Chief State School Officers and the final event will be a gala reception at the Clinton Library.
- Announced five regional summits to be held during November and December as a follow up to "Next Steps."

- Arkansas is one of eight states to share in the development and adoption of a common Algebra II national assessment. Plans currently call for pilot testing in the Spring 2007 and full implementation in the Spring 2008.

Work Session

Dr. James introduced the Work Session by noting that at a previous Board meeting there was a request for information on the funding formula and budget process. Dr. James introduced Tristan Greene and Senator Jim Argue to make introductory comments and he noted that they would respond to questions following the presentations.

Following comments by Mr. Greene and Senator Argue, the Board entered into a question and answer session.

Consent Agenda

Comments regarding Consent Agenda items:

- Rebick: Pleased to see that there were denials of request for waivers for teaching out-of-field.
- Williams: questioned the extent to which the Cabot letter described conditions that meet the accreditation status. Annette Barnes assured the Board that the proposal meets minimum accreditation standards for time requirements.
- Rebick: questioned how extending the school day allowed more time for instruction with no additional compensation when extending the number of days would be a major cost. Ms. Barnes noted that extending the school day does not extend the number of calendar days during the year.
- Rebick: asked about home school students participating in extra-school activities, such as band and athletics, as part of the local school. Dr. James noted that it does not occur often, but can be an option depending on the local district policy. Scott Smith noted that local districts are not required to accommodate home school students in such activities.
- Burrow: asked about comparable achievement data between home school students and local district performance. Dr. James noted that such comparisons are not advisable due to the inconsistent participation of home school students in the testing program.
- James: ADE does not have staff to monitor testing, which is provided by contractual agreement through Arch Ford Regional Service Cooperative. He noted that legislative intent would have to change in order to have all home school students required to participate in the achievement testing.
- Rebick: Requested a work session on home school at a future meeting.

Ms. Burrow moved approval of the Consent Agenda as presented. Dr. Knight seconded the motion. The motion was adopted unanimously.

- Minutes – October 9, 2006

- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Review of Loan and Bond Applications
- Report of Waivers to School Districts for Teachers Teaching Out-of-Field for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001
- Home School Annual Report 2005-2006
- Follow-up to State Board's September 11, 2006, Waiver Grant to Cabot Public Schools

Action Agenda

Consideration of Adopting Arkansas Department of Education Emergency Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds

Scott Smith was recognized to present this item. Mr. Smith reported that the Board previously gave final approval for this Rule, but that it has yet to complete the Administrative Procedures Act requirements for full adoption and enactment, thus the Department requests a further extension of the emergency provision to span the needed time for the adopted rule to work through the legislative review process.

Mr. Lawson moved approval of the emergency provision of the Rule. Dr. Williams seconded the motion. The motion was adopted unanimously.

(The Minutes reflects only actions taken on the following items. A full transcript of the deliberations is available in the Court Reporter's transcript, which is available upon request.)

Actions Related to Schools in the second consecutive year of Probationary Status based on the annual accreditation process required by Standards for Accreditation of Arkansas Public Schools: Annette Barnes presented Department data pursuant to each of the following items. In each case Ms. Barnes stated that the district submitted a plan of action that provides for the school/district to fully meet Standards for the 2006-2007 school year, that the Department staff would conduct on-site monitoring to determine the implementation status no later than February 2007, and again prior to final accreditation determination for the current year.

Ms. Rebick stated that one component of this review is to make sure that schools/districts are meeting standards as set by the Board. She proposed that the actions taken in these reviews send a message to the schools and administrators that failure to meet the conditions outlined will invoke sanctions not only against the district, but against the administrators as well.

Review of Probationary Status of Cutter-Morning Star High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

Mr. Lawson moved approval of the Department Recommendation. Dr. King seconded the motion. The motion was adopted unanimously.

Review of Probationary Status of Earle Elementary School, Dunbar Middle School and Earle High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

Mr. Crumbly, Superintendent of Earle School District, distributed additional documentation supporting statements that teachers previously not meeting full licensure status have met full status or have been replaced with teachers who are fully licensed.

Dr. Williams moved approval of the Department recommendation. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Review of Probationary Status of G.C. Johns Elementary School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

Ms. Barnes reported that G.C. Johns Elementary (Eudora School District) was closed at the end of the 2005-2006 school year and students are now attending the Lakeside School District (Lake Village). No further action is needed.

Dr. Williams moved to accept the status report. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Review of Probationary Status of Gurdon High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

Dr. Williams moved approval of the Department recommendation. Dr. King seconded the motion. The motion was adopted unanimously.

Review of Probationary Status of Kirby High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

Ms. Burrow moved approval of the Department recommendation. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Review of Probationary Status of Lake Hamilton High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

Dr. Knight moved approval of the Department recommendation. Dr. King seconded the motion. The Motion was adopted unanimously.

Review of Probationary Status of Lucilia Wood Elementary School and Elaine High School for Failing to Meet all Standards for Accreditation for Two (2) Consecutive Years

The Elaine School District was consolidated with the Marvell School District as of July 1, 2006. Elaine High School was closed at the end of the 2005-2006 school year. The Marvell District made changes that caused the Wood Elementary School to meet accreditation standards.

Dr. Williams moved approval of the Department recommendation. Ms. Burrow seconded the motion. The motion was approved unanimously.

Review of Probationary Status of McCrory Elementary School for Failing to Meet all Standards of Accreditation for Two (2) Consecutive Years

(Note: the published agenda listed this item as McCrory High School. The agenda was corrected to read McCrory Elementary School.)

Dr. Williams moved approval of the Department recommendation. Ms. Rebick seconded the motion. The motion was adopted unanimously.

Review of Probationary Status of Waldo High School for Failing to meet all Standards for Accreditation for Two (2) Consecutive Years

Waldo School District was consolidated with the Magnolia School District at the close of the 2005-2006 school year. Waldo High School was closed at the end of that school year. No further action is needed.

Ms. Rebick moved to accept the Department report. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Tripp Walter presented each of the following items related to waiver of licensure action. These Minutes only reflect actions taken. The full text of deliberations is found in the Court Reporter's transcript, which is available upon request.

Request for Approval of Stipulated Agreement for Certified Teacher's License – Omia Clay

Department staff recommended a negotiated agreement with Ms. Clay. The agreement provided for a one-year probationary licensure status with the provision of no further charges brought against her during that time.

Dr. Mays moved approval of the stipulated agreement. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Request for Approval of Stipulated Agreement for Certified Teacher's License – Bill Sullivan

Department staff recommended a negotiated agreement with Mr. Sullivan to include a two-year probationary licensure status with the provision of no further charges brought against him during that time.

Mr. Lawson moved approval of the stipulated agreement. Dr. Knight seconded the motion. The motion was approved unanimously.

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Twin Rivers School District – Betty Diane Montgomery

Department staff recommended a negotiated agreement with Ms. Montgomery. However, documentation as required in adopted Board policy requiring a statement from the local district administration (or local Board) committing to rehire of the person for the same or similar position was not included in the packet. Dr. Williams requested any information that came from the superintendent. Mr. Walter stated that the superintendent refused to commit in writing that the district would re-employ Ms. Montgomery if a waiver were approved. Ms. Montgomery was not present nor represented.

Ms. Rebick moved to deny the negotiated agreement. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Request Approval of the Recommendation of Suspension of Teacher's License – Steven Richards

Ms. Rebick moved to accept Department recommendation to suspend Mr. Richards teaching license. Dr. Knight seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Non-Certified Employment with the Russellville School District – Thomas Fairrow

Ms. Rebick moved to deny the waiver request for Mr. Fairrow. Dr. Mays seconded the motion. The motion was adopted unanimously.

Hearing on Revocation of Certified Teacher's License – Pat Davidson

Mr. Lawson moved approval of a waiver to allow Ms. Davidson to resume a position with the Russellville School District. Dr. Williams seconded the motion. The motion was adopted unanimously.

Hearing on Revocation of Provisional Certified Teacher's License – Barry White

Scott Smith stated that Mr. White is the son of the Hot Springs School District's attorney. However, Mr. Smith noted that there had been no interference with the investigation and deliberation pursuant to this hearing.

Mr. Smith reported that Mr. White currently has a one-year probationary license through the non-traditional licensure program.

Ms. Rebick moved that the provisional license be revoked. The motion died for lack of a second.

A discussion focused on the restitution of funds and the Board was assured by Mr. White that he is making payments according to stipulations set up by the court. Dr. Mays questioned the establishment of a probationary period spanning the time required for full repayment. Scott Smith noted that the amount and schedule of payments of restitution was an issue for the court and not an appropriate condition for licensure.

Mr. Lawson moved to approve a three-year probationary license that shall be reviewed by the Board if there are no further violations of criminal code during that time. Dr. Mays seconded the motion. The motion was adopted on a vote of 6 yes and 1 no (Rebick voted no).

Mr. Lawson moved adjournment. Dr. Williams seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 11:55 a.m.

The Minutes were recorded and reported by Dr. Charles D. Watson.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
NOVEMBER 30, 2006

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of November 2006.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2006
I. Financial Obligation	As of October 31, 2006, State Foundation Funding payments paid for FY 06/07 totaled $18,809,346 to LRSD, $9,675,620 to NLRSD, and $15,399,018 to PCSSD. The Magnet Operational Charge paid as of October 31, 2006, was $3,925,832. The allotment for FY 06/07 was $15,171,274. M-to-M incentive distributions for FY 06/07 as of October 31, 2006, were $911,620 to LRSD, $1,057,573 to NLRSD, and $2,429,823 to PCSSD. The first one-third payment to the Districts for their FY 06/07 transportation budget paid as of September 30, 2006, was $1,413,384 to LRSD, $333,218 to NLRSD, and $1,074,447 to PCSSD.
II. Monitoring Compensatory Education	On June 20, 2006, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. ADE staff from the Office of Public School Academic Accountability updated the group on all relevant desegregation issues. The purpose, content, and due date for information going into the Project Management Tool and its Executive Summary were reported. There was discussion about the three districts in Pulaski County seeking unitary status. The next Implementation Phase Working Group Meeting is scheduled for October 17, 2006 at 1:30 p.m. in room 201-A at the ADE.
III. A Petition for Election for LRSD will be Supported Should a Millage be Required	Ongoing. All court pleadings are monitored monthly.
IV. Repeal Statutes and Regulations that Impede Desegregation	On October 27, 2003, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 84th Legislative Session, any new ADE rules or regulations, and district policies.
V. Commitment to Principles	On November 13, 2006, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of October.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2006
VI. Remediation	On October 3-6, 2006, ADE staff provided professional development to staff of the three school districts in Pulaski County at the Robinson Convention Center. Training was for grades 3 and 6. The LRSD had eight individuals in attendance, the NLRSD had four, and the PCSSD had five. The ADE conducted the Smart Start, Smart Step and Next Step Statewide Professional Staff Development Video Conference at the Metropolitan Technical Center, Fuller High School, and at participating Education Service Cooperatives from 9:30 a.m. until 11:30 a.m. on September 27-28, 2006. The intended audience was K-12 Teacher and Principal Teams.
VII. Test Validation	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
VIII. In-Service Training	A Tri-District Staff Development Committee meeting was held on November 6, 2006, at the Mount Magazine Education Service Cooperative. Doug Ask (PCSSD) and Angela Olsen (NLRSD) attended. They discussed Breaking Ranks II training, the AEA Conference, technology, and shared professional development opportunities for the school districts in Pulaski County.
IX. Recruitment of Minority Teachers	In November 2006, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of teacher shortage areas. During the month of November 2006, the ADE Office of Professional Licensure contacted all institutions of higher education with teacher education programs requesting a listing of minority graduates for the Fall of 2006. In November 2006, the ADE Professional Licensure Unit contacted all Pulaski County school districts asking for a statement evaluating the effectiveness of ADE minority recruitment assistance.

<table>
<tr><th>IMPLEMENTATION PHASE ACTIVITY</th><th>PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2006</th></tr>
<tr><td>X. Financial Assistance to Minority Teacher Candidates</td><td>Ms. Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2006-2007 on October 17, 2006. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:
<table>
<tr><th>STAR Race</th><th>Male Count</th><th>Male Award</th><th>Female Count</th><th>Female Award</th><th>Total Count</th><th>Total Award</th></tr>
<tr><td>White</td><td>62</td><td>270,514</td><td>337</td><td>1,466,952</td><td>399</td><td>1,737,466</td></tr>
<tr><td>Black</td><td>9</td><td>51,000</td><td>44</td><td>190,500</td><td>53</td><td>241,500</td></tr>
<tr><td>Hispanic</td><td>1</td><td>6,000</td><td>4</td><td>21,000</td><td>5</td><td>27,000</td></tr>
<tr><td>Native Amer</td><td>1</td><td>6,000</td><td>2</td><td>9,000</td><td>3</td><td>15,000</td></tr>
<tr><td>Other</td><td>2</td><td>7,500</td><td>2</td><td>9,000</td><td>4</td><td>16,500</td></tr>
<tr><td>Totals</td><td>75</td><td>341,014</td><td>389</td><td>1,696,452</td><td>464</td><td>2,037,466</td></tr>
</table>
The scholarship awards for MTS are as follows:
<table>
<tr><th>MTS Race</th><th>Male Count</th><th>Male Award</th><th>Female Count</th><th>Female Award</th><th>Total Count</th><th>Total Award</th></tr>
<tr><td>Black</td><td>6</td><td>27,500</td><td>42</td><td>188,430</td><td>48</td><td>215,930</td></tr>
<tr><td>Hispanic</td><td></td><td></td><td>1</td><td>5,000</td><td>1</td><td>5,000</td></tr>
<tr><td>Asian</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Native Amer</td><td></td><td></td><td>5</td><td>25,000</td><td>5</td><td>25,000</td></tr>
<tr><td>Totals</td><td>6</td><td>27,500</td><td>48</td><td>218,430</td><td>54</td><td>245,930</td></tr>
</table>
The scholarship awards for MMF are as follows:
<table>
<tr><th>MMF Race</th><th>Male Count</th><th>Male Award</th><th>Female Count</th><th>Female Award</th><th>Total Count</th><th>Total Award</th></tr>
<tr><td>Black</td><td>2</td><td>6,250</td><td>26</td><td>93,750</td><td>28</td><td>100,000</td></tr>
<tr><td>Hispanic</td><td></td><td></td><td>3</td><td>13,750</td><td>3</td><td>13,750</td></tr>
<tr><td>Native Amer</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Totals</td><td>2</td><td>6,250</td><td>29</td><td>107,500</td><td>31</td><td>113,750</td></tr>
</table></td></tr>
<tr><td>XI. Minority Recruitment of ADE Staff</td><td>The MRC met on June 17, 2005 at the ADE. Demographic reports were presented showing ADE Employees Grade 21 and Above by Race and Section as of December 31, 2004 and March 31, 2005. These reports were reviewed to ensure accuracy. Due to the Legislative session, the MRC combined it's review of the 2nd and 3rd quarters of the fiscal year.</td></tr>
<tr><td>XII. School Construction</td><td>This goal is completed. No additional reporting is required.</td></tr>
<tr><td>XIII. Assist PCSSD</td><td>Goal completed as of June 1995.</td></tr>
<tr><td>XIV. Scattered Site Housing</td><td>This goal is completed. No additional reporting is required.</td></tr>
</table>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2006
XV. Standardized Test Selection to Determine Loan Forgiveness	Goal completed as of March 2001.
XVI. Monitor School Improvement Plans	On October 10, 20, and 24, 2006, ADE staff provided technical assistance with ACSIP at the Instructional Resource Center (IRC) in the LRSD. On October 16, 2006, ADE staff discussed changes to the School Improvement Plan for the 2006-2007 school year at Boone Park Elementary School in the NLRSD. On October 17, 2006, ADE staff discussed changes to the School Improvement Plan for the 2006-2007 school year at Meadow Park Elementary School in the NLRSD. On October 23, 2006, ADE staff met with the Federal Programs Coordinator at the North Little Rock District Office to discuss changes to the Federal Budget for the 2006-07 school year. On October 10, 27, and November 7, 2006, ADE staff provided technical assistance with ACSIP at Sylvan Hills High School in the PCSSD. On October 11, 2006, ADE staff provided technical assistance with ACSIP at the PCSSD Central Office. On October 12, 2006, ADE staff provided technical assistance with ACSIP at Jacksonville Elementary School in the PCSSD. On October 13 and November 8, 2006, ADE staff provided technical assistance with ACSIP at Maumelle Middle School in the PCSSD. On October 24, 2006, ADE staff provided technical assistance with ACSIP at Jacksonville High School in the PCSSD. On October 24 and November 6, 2006, ADE staff provided technical assistance with ACSIP at Fuller Middle School in the PCSSD. On October 26 and November 9, 2006, ADE staff provided technical assistance with ACSIP at the Jacksonville Middle School Boy's Campus and Girl's Campus in the PCSSD.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF NOVEMBER 30, 2006
XVI. Monitor School Improvement Plans (Continued)	On October 30 and November 6, 2006, ADE staff provided technical assistance on ACSIP at Daisy Bates Elementary School in the PCSSD. On October 31, 2006, ADE staff provided technical assistance with ACSIP at Clinton Elementary School in the PCSSD. On November 1, 2006, ADE staff provided technical assistance with ACSIP at Northwood Middle School in the PCSSD. On November 7, 2006, ADE staff provided technical assistance with ACSIP at Sylvan Hills Middle School in the PCSSD.
XVII. Data Collection	The State Board of Education approved the new Desegregation Monitoring and Assistance Plan on December 8, 1999 and instructed the ADE to forward the document to Mr. Tim Gauger so that it may be filed in Federal court.
XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations	On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.

STUDENT COMMUNITY SERVICE SITE FROM

AGENCY: Arkansas Hospice
5600 West 12th Street
Little Rock, AR 72204

Contact: Harriet Hawkins

County: Pulaski County

School: All Schools in Pulaski County such as North Little Rock High School, Mt. Saint Mary's Academy.

Phone: 501-748-3333

Fax: 501-748-3301

E-mail: hhawkins@arkansashospice.org

Hours of Operation: 8:00 am – 5:00pm

Number of Paid Staff: 150

Number of Volunteers: 200

Service Provided: End of life care for the for terminally ill patients.

Does your organization currently provide volunteer opportunities for youth? Yes

Service Leadership Opportunities: Teatime Volunteers – minister to inpatient center(s) patients and families. Help with recreational activities and care for the patients.

Would your organization be interested in collaborating with school(s)/school district(s) To develop community service opportunities for students in grades 9 through 12 to help implement Act 648? Yes

Is your organization interested in receiving technical assistance in training a new, or expanding an existing, youth volunteer program? Yes

STUDENT COMMUNITY SERVICE SITE FROM

AGENCY: Arkansas Hospice

Contact: Kim Clatworthy

Address: 2501 West 28th, Pine Bluff, AR 71603

County: Jefferson County

School: All Schools in Jefferson County service area.

Phone: 870-850-6195

Fax: 870-850-6221

E-mail: kclatworthy@arkansashospice.org

Hours of Operation: 8:00 am – 5:00 pm

Number of Paid Staff: 16

Number of Volunteers: 20

Service Provided: Hospice care for terminally ill patients

Does your organization currently provide volunteer opportunities for youth? Yes

Service Leadership Opportunities: Provide summer and weekend projects ministering to patients/families as well as office and special events. Help with recreational activities and care for the patients.

Would your organization be interested in collaborating with school(s)/school district(s) To develop community service opportunities for students in grades 9 through 12 to help implement Act 648? Yes

Is your organization interested in receiving technical assistance in training a new, or expanding an existing, youth volunteer program? No

STUDENT COMMUNITY SERVICE SITE FROM

AGENCY: Arkansas Hospice

Contact: Jeannie Stone

Address: 2505 East Parkway, Russellville, AR 72802

County: Pope

School: Russellville High School

Phone: 479-498-2050

Fax: 479-498-2053

E-mail: jstone@arkansashospice.org

Hours of Operation: 8:00 am – 5:00 pm

Number of Paid Staff: 28

Number of Volunteers: 122

Service Provided: Hospice care for terminally ill patients

Does your organization currently provide volunteer opportunities for youth? Yes

Service Leadership Opportunities: Project smile – summer and weekend opportunities during the school year. Ministering to patients as well as office work and special event/fundraising.

Would your organization be interested in collaborating with school(s)/school district(s) To develop community service opportunities for students in grades 9 through 12 to help implement Act 648? Yes

Is your organization interested in receiving technical assistance in training a new, or expanding an existing, youth volunteer program? Yes

STUDENT COMMUNITY SERVICE SITE FROM

AGENCY: Arkansas Hospice

Contact: Harriet Hawkins

Address: 1014 Markham Street, Ste 1, Conway, AR 72032

County: Faulkner County

School: All Schools in Faulkner County service area.

Phone: 501-328-5400

Fax: 501-328-5401

E-mail: hhawkins@arkansashospice.org

Hours of Operation: 8:00 am – 5:00 pm

Number of Paid Staff: 12

Number of Volunteers: 15

Service Provided: Hospice care for terminally ill patients

Does your organization currently provide volunteer opportunities for youth? Yes

Service Leadership Opportunities: Project smile – summer and weekend projects ministering to patients/families as well as office and special events. Help with recreational activities and care for the patients.

Would your organization be interested in collaborating with school(s)/school district(s) To develop community service opportunities for students in grades 9 through 12 to help implement Act 648? Yes

Is your organization interested in receiving technical assistance in training a new, or expanding an existing, youth volunteer program? No

AGENCY: Arkansas Hospice

Contact: Harriet Hawkins

Address: Arkansas Hospice Hot Springs Office, 1307 Central Ave, AR 71901

County: Garland

School: All Schools in Garland service area.

Phone: 501-318-9992

Fax: 501-318-0089

E-mail: hhawkins@arkansashospice.org

Hours of Operation: 8:00 am – 5:00 pm

Number of Paid Staff: 25

Number of Volunteers: 15

Service Provided: Hospice care for terminally ill patients

Does your organization currently provide volunteer opportunities for youth? Yes

Service Leadership Opportunities: Provides summer and weekend projects ministering to patients/families as well as office and special events. Help with recreational activities and care for patients.

Would your organization be interested in collaborating with school(s)/school district(s) To develop community service opportunities for students in grades 9 through 12 to help implement Act 648? Yes

Is your organization interested in receiving technical assistance in training a new, or expanding an existing, youth volunteer program? No

NEWLY EMPLOYED FOR THE PERIOD OF November 1, 2006 – November 30, 2006

Paula Dickerson- Program Support Manager, School Improvement/ ACSIP, Division of Learning Services, Grade 22, effective 11/21/06.

Lucille Jackson- Public School Administrative Advisor, Professional Licensure, Division of Human Resources/Licensure, Grade 21, effective 11/06/06.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF November 1, 2006 - November 30, 2006

***Bernice Martin-Russell- from Public School Program Advisor, Standards Assurance, Division of Learning Services, Grade 21, to Program Support Manager, School Improvement/ACSIP, Division of Learning Services, Grade 22, effective 11/01/06.**

SEPARATIONS FOR THE PERIOD OF November 1, 2006 - November 30, 2006

No separations for the month of November 2006.

***Minority**

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
1701000	Alma Public School District	3	Latasha Armer	MidChLangArt/SS (4-8)	Health		2006-2007
				MidChSci/Math (4-8)			
				Coaching (7-12)			
			Bradford Ray	Secondary Physical Education (7-12)	Social Studies		2006-2007
				Coaching (7-12)			
				PE/Wellness/LEI (7-12)			
			Vince Perrin	Secondary Physical Education (7-12)	Health		2005-2006 2006-2007
				Coaching (7-12)			
1002000	Arkadelphia Public School District	1	Donna Johnson	Early Childhood Education (P-4)	Early Childhood Special Ed (P-4)		2006-2007
5201000	Bearden Public School District	4	Christy Thompson	PE/Wellness/LEI (P-8)	Secondary English		2006-2007
				PE/Wellness/LEI (7-12)			
			Jana Mcwhorter	Early Childhood Education (P-4)	Secondary Science/Biology		2006-2007
				Elementary (K-6)			
			Cynthia Riggs	General Science (7-12)	Secondary Math		2006-2007
				Middle School Science (5-8)			
				Life/Earth Science (7-12)			
				Chemistry (9-12)			
				AP Chemistry (9-12)			
				Physical Science (7-12)			
				Astronomy (7-12)			
				Geology (7-12)			
			Erin Horstkamp	Physical/Earth Science (7-12)	Secondary Math		2005-2006 2006-2007
6302000	Benton Public School District	7	David Hicks	Mathematics (7-12)	Special Education Math		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Jacqueline Vergason	Early Childhood Education (P-4)	Library Media Specialist (P-8) & (7-12)		2006-2007
				Middle School Social Studies (5-8)			
				Elementary (K-6)			
			Tane Steed	Mathematics (7-12)	Art Education (P-8 & 7-12)		2005-2006 2006-2007
			Stephanie Taylor	Early Childhood Education (P-4)	Special Education (Birth-12)		2005-2006 2006-2007
			Nancy Lee	Early Childhood Education (P-4)	Special Education (4-12)		2005-2006
				Elementary (K-6)			
				SpEdEchInst Specialist (P-4)			
			Michelle Shoppach	Secondary Physical Education (7-12)	Career Orientation		2005-2006 2006-2007
				PE/Wellness/LEI (P-8)			
				PE/Wellness/LEI (7-12)			
				Library Media Specialist (P-8)			
				Library Media Specialist (7-12)			
			Carmen Phelps	Early Childhood Education (P-4)	English as a Second Language (P-12)		2006-2007
				M.S. Social Studies (5-8)			
				Elementary (K-6)			
O401000	Bentonville Public School District	1	Amanda Sandor	Long-Term Substitute Teacher	Spanish (7-12)		2006-2007
2901000	Blevins Public School District	2	Rachel Sweat	Long-Term Substitute Teacher	Math& Science		2006-2007
			Richard Allen Jr	Vocal Music (P-8)	English Language Arts		2004-2005 2005-2006 2006-2007
				Vocal Music (7-12)			
				Instrumental Music (P-8)			
				Instrumental Music (7-12)			
				Survey of Fine Arts (7-12)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
4702000	Blytheville Public School District	7	Lisa Austin	Social Studies (7-12)	Counseling		2006-2007
			Jerome Barber	District Admin (P-12)	Special Education General		2005-2006 2005-2006
				PE/Wellness/LEI (P-8)			
				PE/Wellness/LEI (7-12)			
			Charles Czerwonka	Middle School Social Studies (5-8)	Middle School Math		2006-2007
				Elementary (1-6)			
			Mary Gifford	Middle School Social Studies (5-8)	Middle School English		2006-2007
				Elementary (1-6)			
			Paul Jenkins	Social Studies (7-12)	Special Education Math		2006-2007
				Business Technology (7-12)			
			Sharon Nash	Early Childhood Education (P-4)	Counseling		2005-2006 2006-2007
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
			Alithia Davis	Russian (P-8)	Math		2006-2007
				Russian (P-8)			
				Drama/Speech (P-8)			
				Drama/Speech (7-12)			
3701000	Bradley Public School District	4	Brenda Covington	Early Childhood Education (P-4)	Science (5th grade)		2006-2007
			Lindsay Traxler-Carlton	Early Childhood Education (P-4)	Math (5-6)		2006-2007
			Billi Barone	English Language Arts (7-12)	Journalism (9-12)		
				Drama/Speech (7-12)			
				Gifted & Talented (P-8)			
				Gifted & Talented (P-8)			
			Robert Tynon	English Language Arts (7-12)	Math (7-8)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
6303000	Bryant Public School District	1	David Polner	Early Childhood Education (P-4)	Special Education (4-12)		2006-2007
				MidChLangArt/SS (4-8)			
				MidCHSci/Math (4-8)			
4304000	Cabot Public School District	10	Carolyn McGinnis	Elementary Principal (K-9)	Special Education		2005-2006 2006-2007
				Middle School Science (5-8)			
				Elementary (1-6)			
			Shannon Southard	Middle School English (5-8)	Library Media Specialist		2005-2006 2006-2007
				Middle School Social Studies (5-8)			
				English Language Arts (7-12)			
				Social Studies (7-12)			
			Jill Weir	Middle School Social Studies (5-8)	Library Media Specialist		2005-2006 2006-2007
				Elementary (1-6)			
				Gifted & Talented (P-8)			
				Gifted & Talented (7-12)			
			Allan Ashley	Early Childhood Education (P-4)	Special Education		2005-2006 2006-2007
				MidChLangArt/SS (4-8)			
				MidChSci/Math (4-8)			
				Elementary (1-6)			
				Guidance & Counseling (P-8)			
				Guidance & Counseling (7-12)			
				Education Examiner (P-8)			
				Education Examiner (7-12)			
			Rhonda Burlin	English Language Arts (7-12)	Oral Communication		2005-2006 2006-2007
			Kimberly Holt	Elementary (1-6)	Middle Level		2005-2006 2006-2007
				Sp Ed Instructional Specialist (4-12)			
				SpEdEchInst Specialist (P-4)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Velma Jones	Curriculum Specialist (K-12)	Library Media Specialist		2005-2006 2006-2007
				Middle School English (5-8)			
				English Language Arts (7-12)			
				Family & Consumer Science (4-8)			
				Family & Consumer Science (7-12)			
				Guidance Secondary (5-12)			
				Journalism (7-12)			
				Career Orientation (7-12)			
			Claire Martin	Early Childhood Education (P-4)	Special Education		2005-2006 2006-2007
			Donnie Hamric	Secondary Physical Education (7-12)	Special Education		2004-2005 2005-2006 2006-2007
			Kimberly McFadden	Mathematics (7-12)	Special Education Math		2004-2005 2005-2006 2006-2007
5204000	Camden Fairview Public School District	1	Calvin Johnson	Health Education (7-12)	Physical Education (P-8)		2004-2005 2005-2006 2006-2007
				Secondary Physical Education (7-12)			
				Physical Education (5-12)			
6802000	Cave City Public School District	1	Deborah Driesel	Early Childhood Education (P-4)	Vision Specialist		2006-2007
				MidChLangArt/SS (4-8)			
				MidCHSci/Math (4-8)			
				Special Ed Instructional Specialist (4-12)			
				SpEdEchInst Specialist (P-4)			
	Community School, Inc	1	Kristin Marsolf	MidChLangArt/SS (4-8)	Special Education		2006-2007
				MidChSci/Math (4-8)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
1101000	Corning Public School District	4	Kyle George	PE/Wellness/LEI (P-8)	Chemistry (11th grade)		2006-2007
				PE/Wellness/LEI (7-12)			
			Shelley Smith	Secondary Physical Education (7-12)	Enviromental Science (11th grade) & Physical Science (9th grade)		2006-2007
				PE/Wellness/LEI (7-12)			
				Coaching (P-8)			
			Kelly Brickley	Early Childhood Education (P-4)	Special Education Literacy (7-9)		2006-2007
			Susan Benton	Middle School English (5-8)	Special Education		2005-2006 2006-2007
				Elementary (1-6)			
6701000	DeQueen Public School District	8	Brenda Dickerson	English Language Arts (7-12)	English (6th grade)		2006-2007
			Sara Stewart	Social Studies (7-12)	Fifth Grade		2006-2007
			Gayla Morphew	Middle School English (5-8)	Gifted & Talented		2006-2007
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
			Sue Smith	Early Childhood Education (P-4)	Library Media Specialist		2005-2006 2006-2007
				Elementary (K-6)			
				Library Media Specialist (P-8)			
				Library Media Specialist (7-12)			
			Lesley Simmons	PE/Wellness/LEI (P-8)	Secondary Math		2005-2006 2006-2007
				PE/Wellness/LEI (7-12)			
			Wanda Bishop	English Language Arts (7-12)	Civics/Contemporary American History		2005-2006 2006-2007
				Business Technology (7-12)			
				Guidance Elementary (K-9)			
				Guidance Secondary (5-12)			
				Oral Communication (7-12)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Contempt American History (7-8)			
			Adam Matthews	MidChLangArt/SS (4-8)	Enviromental Earth/Physical Science		2005-2006 2006-2007
				MidChSci/Math (4-8)			
				PE/Wellness/LEI (P-8)			
				PE/Wellness/LEI (7-12)			
				Coaching (7-12)			
				Driver Edu Endorsement (7-12)			
			Joseph Coulter	Building Administrative (P-8)		Principal	2005-2006 2006-2007
				Building Administrative (7-12)			
				Secondary Physical Education (7-12)			
				Agriculture Science & Technology (7-12)			
				PE/Wellness/LEI (7-12)			
				Career Orientation Endorsement (7-12)			
O901000	Dermott Public School District	1	Bertha Rowe	Art (P-8)	Vocal Music (9-12)		2006-2007
				Art (7-12)			
				Survey of Fine Arts (7-12)			
3102000	Dierks Public School District	1	Katrina Pickett	Middle School Social Studies (5-8)	Kindergarten		2006-2007
				Elementary (1-6)			
1802000	Earle Public School District	7	Lela Coleman	Social Studies (7-12)	Special Education		2005-2006 2006-2007
				Psychology (7-12)			
			Melissa Gillum	Elementary (1-6)	Social Studies (7-8)		2005-2006 2006-2007
			Janis williams	Early Childhood Education (P-4)	Math		2005-2006 2006-2007
				Elementary (K-6)			
			Tona Malcom	English Language Arts (7-12)	Oral Communication & Drama		2006-2007
				Social Studies (7-12)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Yvone West	MidChLangArt/SS (4-8)	English & Journalism (9-12)		2005-2006 2006-2007
				MidChSci/Math (4-8)			
			Marilyn Cobson	Early Childhood Education (P-4)	Art (K-6)		2005-2006 2006-2007
			Donald McVay	Health Education (7-12)	Physical Education & Health (K-6)		2006-2007
				Secondary Physical Education (7-12)			
7202000	Farmington Public School District	1	Willie Williams	MidChLangArt/SS (4-8)	Special Education		2006-2007
				MidChSci/Math (4-8)			
6601000	Fort Smith Public School District	3	Donna Jo East	Long-Term Substitute Teacher	Physical Science		2006-2007
			Daneen Mann	Long-Term Substitute Teacher	Life/Earth Science &Physical/Earth Science		2006-2007
			Linda Patton	Long-Term Substitute Teacher	Biology & General Science		2006-2007
4603000	Fouke Public School District	2	Kerry Tietze	Early Childhood Education (P-4)	Gifted & Talented (K-12)		2004-2005 2005-2006 2006-2007
				Middle School English (5-8)			
				Elementary (K-6)			
				Sp Ed Instructional Specialist (4-12)			
				SpEdEchInst Specialist (P-4)			
				Reading Specialist (P-8)			
				Reading Specialist (7-12)			
			Hayden Clem	Spanish (7-12)	Spanish (7-12)		2004-2005 2005-2006 2006-2007
				Journalism (7-12)			
				English Language Arts (7-12)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
4602000	Genoa Central Public School District	1	Larry Easley	Long-Term Substitute Teacher	Secondary Social Studies		2006-2007
O404000	Gravette Public School District	1	Hannah Sasser	Long-Term Substitute Teacher	Elementary (K-3)		2006-2007
2807000	Greene County Public School District	1	Leigh Scott	Long-Term Substitute Teacher	Physical Edcuation		2006-2007
2807000	Green County Tech Public School District	12	Susanne Eagers	Social Studies (7-12)	Preschool Special Education		2006-2007
				Elementary (1-6)			
				Prov. Secondary (7-12)			
			Elizabeth Beck	Family & Consumer Science (7-12)	Career Orientation		2006-2007
				Business Technology (7-12)			
			Jennifer Lewis	Early Childhood Education (P-4)	Special Education Middle School		2006-2007
				Grades 5-6 Endorsement (5-6)			
			Amber Nicolle	Early Childhood Education (P-4)	Special Education (3-5)		2006-2007
			Ava Lusk	English Language Arts (7-12)	Oral Communication		2006-2007
				Social Studies (7-12)			
			Eva Camp	Early Childhood Education (P-4)	Special Education		2004-2005 2005-2006 2006-2007
			Bradley Hayes	MidChLangArt/SS (4-8)	PE/Social Studies		2005-2006 2006-2007
				MidChSci/Math (4-8)			
				PE/Wellness/LEI (P-8)			
				PE/Wellness/LEI (7-12)			
				Coaching (7-12)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Diana Long	Art (P-8)	Art/ Gifted & Talented		2005-2006 2006-2007
				Art (7-12)			
				Gifted & Talented (P-8)			
				Gifted & Talented (7-12)			
							2005-2006 2006-2007
			Michael Nunnally	Social Studies (7-12)	Special Education		
			Sheila Ford	Elementary Principal (K-9)		Superintendent	2005-2006 2006-2007
				Curriculum Specialist (K-12)			
				Middle School Math (5-8)			
				Elementary (1-6)			
			Rena Jackson	Elementary (1-6)	Art (3-5)		2005-2006 2006-2007
				Speech Therapy (K-12)			
				Art (P-8)			
				Art (7-12)			
				Sp Ed Instructional Specialist (4-12)			
				SpEdEchInst Specialist (P-4)			
			Joy Smith	Long-Term Substitute Teacher	6th Grade		2006-2007
1003000	Gurdon Public School District	3	Stephanie Radford	Family & Consumer Science (7-12)	Biology (10-12)		2006-2007
			Lynn Britt	Early Childhood Education (P-4)	Special Education		2006-2007
				Middle School Social Studies (5-8)			
				Elementary (K-6)			
			Adam Overton	English Language Arts (7-12)	Journalism		2005-2006 2006-2007
6604000	Hartford Public School District	3	Donna Knight	MidChSci/Math (4-8)	Special Education Generalist		2004-2005 2005-2006 2006-2007
				PE/Wellness/LEI (P-8)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				PE/Wellness/LEI (7-12)			
			Ronnie Denton	Physical Education (K-12)	Coaching		2006-2007
			Amber Reed	Social Studies (7-12)	Special Education (K-12)		2006-2007
1202000	Heber Springs Public School District	5	Candra Brasel	General Science (7-12)	Special Education		2006-2007
				Life./Earth Science (7-12)			
				Chemistry (9-12)			
			Janet Cresswell	Early Childhood Education (P-4)	Special Education		2005-2006 2006-2007
			Vanessa McCann	Early Childhood Education (P-4)	Special Education		2005-2006 2006-2007
				Elementary (K-6)			
			Joshua Wright	PE/Wellness/LEI (P-8)	Social Studies		2006-2007
				PE/Wellness/LEI (7-12)			
				Driver Education Endorsement (7-12)			
			Lisa Chambers	English Language Arts (7-12)	Journalism		2006-2007
2604000	Jessieville Public School District	1	Carol Speers	Elementary Principal (K-9)	Elementary Special Education		2006-2007
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
3704000	Lafayette Public School District	3	Mark Dolan	Instrumental Music (P-8)	Vocal Music		2005-2006 2006-2007
				Instrumental Music (7-12)			
				Sub Area Supervisor (K-12)			
			Patricia Nishiuchi	Social Studies (7-12)	Reading		2005-2006 2006-2007
			Crystal Russell	Early Childhood Education (P-4)	Special Education		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
O903000	Lakeside Public School District	2	Karen Norris	Elementary (1-6)	Music (1-6)		2006-2007
			Fay Smith	Elementary (1-6)	Music (1-6)		2006-2007
4301000	Lonoke Public School District	2	Annamarie Underwood	MidChLangArt/SS (4-8)	Special Education Math		2006-2007
				MidChSci/Math (4-8)			
4202000	Magazine Public School District	1	Cynthia Chastain	Early Childhood Education (P-4)	English as a Second Language		2006-2007
1804000	Marion Public School District	7	Becky Harness	Middle School English (5-8)	Kindergarten		2006-2007
				Elementary (1-6)			
			Laura Lofton	Early Childhood Education (P-4)	Gifted & Talented		2006-2007
			Teresa Mallett	Health Education (7-12)	Elementary Physical Education (1-6)		2006-2007
				Secondary Physical Education (7-12)			
				Elementary (1-6)			
			Leah Schmidt	Early Childhood Education (P-4)	Gifted & Talented / Reading (6th grade)		2006-2007
				Elementary (K-6)			
				Reading Specialist (P-8)			
				Reading Specialist (7-12)			
			Kenneth Shumate	Building Administrative (P-8)	American History (8th grade)		2005-2006 2006-2007
				PE/Wellness/LEI (P-8)			
				PE/Wellness/LEI (7-12)			
			Dana Swan	Early Childhood Education (P-4)	Elementary (5th grade)		2006-2007
			Elizabeth Wolfe	Early Childhood Education (P-4)	Elementary (5th grade)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
6102000	Maynard Public School District	1	Teresa James	English Language Arts (7-12)	Drama/Speech (9-12)		2006-2007
				Elementary (1-6)			
				Reading Specialist (P-8)			
				Reading Specialist (7-12)			
				Arkansas History (5-8)			
				American History (5-8)			
				Geology (7-12)			
5703000	Mena Public School District	2	Patricia Flanigan	BusEdSecEndorsment (7-12)	Journalism		2006-2007
				Bus Ed Vocational Endorsement (7-12)			
			Chadwick Dixon	Middle School Math (5-8)	Secondary Mathematics		2004-2005 2005-2006 2006-2007
				Middle School Science (5-8)			
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
1703000	Mountainburg Public School District	2	Kelly Ray	Elementary (1-6)	Gifted & Talented (K-12)		2005-2006 2006-2007
			Amy Bramucci	English Language Arts (7-12)	Oral Communication (9-12)		2006-2007
5008000	Nevada Public School District	2	Hugh Westfall	PE/Wellness/LEI (7-12)	History (7-8)		2006-2007
				Coaching (7-12)			
			Deanna Ellis	English Language Arts (7-12)	Journalism		2006-2007
5303000	Perryville Public School District	1	Naaman Judy	Middle School Social Studies (5-8)	Gifted & Talented		2006-2007
				Elementary (1-6)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
5006000	Prescott Public School District	1	Penny Inlow	Social Studies (7-12)	Special Education		2005-2006 2006-2007
O406000	Siloam Springs Public School District	2	Janis Gregory	Early Childhood Education (P-4)	Gifted & Talented (6-8)		2006-2007
				Elementary (1-6)			
			Cheryl Floyd	Business Technology (7-12)	Marketing		2006-2007
7008000	Smackover Public School District	1	Charlotte Reaves	Building Administrative (P-8)	Math (7-12)		2006-2007
				Early Childhood Education (P-4)			
				Reading (1-12)			
				Elementary (1-6)			
5605000	Trumann Public School District	4	Jamie George	Early Childhood Education (P-4)	Music & Choir (7-12)		2005-2006 2006-2007
			Cynthia Dugger	Early Childhood Education (P-4)	Language Arts (9th grade)		2006-2007
				MidChLangArt/SS (4-8)			
				MidChSci/Math (4-8)			
				English as a Second Language (P-8)			
			Justin Lynch	MidChLangArt/SS (4-8)	Middle Childhood Special Education		2006-2007
				MidChSci/Math (4-8)			
			Stacy Toddy	PE/Wellness/LEI (P-8)	Secondary Special Education		2006-2007
				PE/Wellness/LEI (7-12)			
6401000	Waldron Public School District	3	Stacia McDermott	Elementary (1-6)	Art		2005-2006
			Doug Maxwell	Marketing Technology (7-12)	Career Orientation		2006-2007
				Business Technology (7-12)			
			Tracie Garner-Adams	Health Education (7-12)	Career Orientation		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Secondary Physical Education (7-12)			
				Coaching (7-12)			
3509000	Watson Chapel Public School District	6	Stephen Cope	Health Education (7-12)	Driver Education		2006-2007
				Physical Education (K-12)			
				Coaching (7-12)			
			Jean Conley	English Language Arts (7-12)			
			David Rogers	English Language Arts (7-12)	Computer Technology		2006-2007
				Social Studies (7-12)			
			Jennifer Kelley	Social Studies (7-12)	Counselor		2006-2007
				Elementary (1-6)			
			Lyndee Riggins	Elementary (1-6)	Gifted & Talented		2006-2007
			Brandon Mynhier	PE/Wellness/LEI (7-12)	Physical Education (4-6)		2006-2007
5705000	Wickes Public School District	1	Jana Richardson	Early Childhood Education (P-4)	Elementary Counselor		2004-2005 2005-2006 2006-2007
				Elementary (1-6)			
1304000	Woodlawn Public School District	1	Randy Shaw	PE/Wellness/LEI (7-12)	Math (8th grade)		2006-2007
				Coaching (7-12)			
	Total # of School District	**Total # of Waivers**					
	47	139					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
	Total # of School Districts	**Total # of Waivers**					
	41	166					

ACT 1623/MONTHLY REPORT
NOVEMBER - DECEMBER 2004
2004-2005 SCHOOL YEAR

Monthly Total of School Districts	Waivers Requested
Total of School Districts Requesting Waivers	Total Waivers Requested
The following School Districts in Academic Distress Requested Waivers Under Act 1623	
School District Requesting Waiver	
Level of Academic Distress	
Number of Waiver	
Subject Areas and Level	

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
4702000	Blytheville Public School District	2	Robert Gillam	Building Administrative (7-12)	Special Edcuation Math	
				Agriculture Sci & Technology (7-12)		
				PE/Wellness/LEI (P-8)		
				PE/Wellness/LEI (7-12)		
				Guidance & Counseling (7-12)		
				School Psychology Specialist (7-12)		
				Driver Education Endorsement (7-12)		
			Carolyn Corey	Physical/Earth Science (7-12)	Special Education Science	
				Life/Earth Science (7-12)		
1101000	Corning Public School District	1	Dustin Eddington	Social Studies (7-12)	Special Education Math (7-9)	
6701000	DeQueen Public School District	2	Faith Riley	No Current License	Journalism	
			Robert Byler	No Current License	Choir Music	
4603000	Fouke Public School District	1	Vickie Thomas	Middle School Math (5-8)	Secondary Math (8-10)	
				Elementary (1-6)		
	Total # of School Districts	**Total # of Denied Waivers**				

LENGTH OF TIME TEACHING OUT OF AREA
2006-2007
2006-2007
2005-2006 2006-2007
2006-2007
2006-2007
2004-2005 2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
	4	6				

LENGTH OF TIME TEACHING OUT OF AREA

ACT 1623/MONTHLY REPORT
NOVEMBER - DECEMBER 2004
2004-2005 SCHOOL YEAR

Monthly Total of School Districts	Waivers Requested
Total of School Districts Requesting Waivers	Total Waivers Requested
The following School Districts in Academic Distress Requested Waivers Under Act 1623	
School District Requesting Waiver	
Level of Academic Distress	
Number of Waiver	
Subject Areas and Level	

ACT 1623/ Monthly Report
December, 2006
2006 - 2007 School Year

Monthly Total of School Districts	Waivers Requested
47	139
Total of School Districts Requesting Waivers	**Total Waivers Requested**
113	298

Monthly Total # of School Districts with Waivers Denied	# of Waivers Requested and Denied
4	6
Total of School Districts with Waiver Requests Denied	**Total # of Waivers Requested and Denied**
12	15

The Following School Districts in Academic Distress Requested Waivers Under Act 1623

School District Requesting Waiver	Number of Waivers	Subject Areas and Level
No Schools are on Academic Distress for the 2006-07 School Year.	***N/A***	***N/A***

ARKANSAS STATE BOARD OF EDUCATION
CALENDAR

January 2007 - December 2007

AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED	ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE	DATE OF SUBMISSION TO WEB	MEETING DATE
December 22, 2006	December 27, 2006	December 29, 2006	January 8, 2007
January 29, 2007	January 31, 2007	February 2, 2007	February 12, 2007
February 26, 2007	February 28, 2007	March 2, 2007	March 12, 2007
March 26, 2007	March 28, 2007	March 30, 2007	April 9, 2007
April 30, 2007	May 2, 2007	May 4, 2007	May 14, 2007
May 28, 2007	May 30, 2007	June 1, 2007	June 11, 2007
June 25, 2007	June 27, 2007	June 29, 2007	July 9, 2007
July 30, 2007	August 1, 2007	August 3, 2007	August 13, 2007
August 27, 2007	August 29, 2007	August 31, 2007	September 10, 2007
September 24, 2007	September 26, 2007	September 28, 2007	October 8, 2007
October 22, 2007	October 24, 2007	October 26, 2007	November 5, 2007
November 26, 2007	November 28, 2007	November 30, 2007	December 10, 2007

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COMMISSIONER'S OFFICE
JUL 20 2006
DEPARTMENT OF EDUCATION

PROPOSED RESOLUTION FOR THE
BRYANT SCHOOL DISTRICT BOARD OF DIRECTORS

For its Resolution, the Bryant School Board has taken into consideration the issues surrounding the closure of the Paron High School. The School Board makes the following findings and resolution:

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JUL 20 2006
DEPARTMENT OF EDUCATION
GENERAL DIVISION

WHEREAS, the Bryant School Board, by a vote of 4-1 approved the closure of the Paron High School, and,

WHEREAS, the State Board of Education approved the closure of the Paron High School, and,

WHEREAS, for the reasons set forth on Exhibit "A" attached to this Resolution, the Bryant School Board finds that events have overtaken its ability to properly govern and manage the Bryant School District with the former Paron School District annexed.

THEREFORE, BE IT RESOLVED, by the Bryant School Board, that Superintendent Richard Abernathy be directed to take such action, including executing such documents as he may deem appropriate to Petition and transfer to the State Board of Education that part of the Bryant School District that was formerly identified as the Paron School District and to take all steps necessary and appropriate to give full effect to the wishes of this Board that the purposes of this Resolution be fully implemented.

Brenda Miller
President, Bryant School Board

ATTEST:

David Passmore
Secretary, Bryant School Board

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JUL 20 2006
DEPARTMENT OF EDUCATION
GENERAL DIVISION

SUMMARY OF PROPOSAL TO DE-ANNEX THE FORMER PARON SCHOOL DISTRICT FROM THE BRYANT SCHOOL DISTRICT

The Bryant School District has attempted to deal with the financial and educational problems created by maintaining the Paron High School. These issues include, but are not limited to, the following:

- The average teachers' salary for those employed at the Paron School District was raised by $10,199 when the District was annexed to Bryant.

- The class sizes are small at the Paron High School. There were 111 students October 1, 2005. This means numerous very small classes which are inefficient and uneconomical.

- The Paron High School has been on probation for both of the years it has been part of the Bryant School District. The probation stems from the inability to employ teachers with the proper certifications and not having students enrolled in the required courses.

- Distance learning has not been successful at the Paron High School. Achievement dropped from 43 to 30% when distance learning was initiated while in the same course in the Bryant School District, proficiency rose from 42 to 53.2%.

- Of the 17 teachers that were employed at the Paron High School, 1 retired at the end of the year, several transferred and the rest were employed where they were needed at the Bryant School District.

- There are no teachers employed for the Paron High School for the 2006-2007 school year.

- To continue funding the inefficient and uneconomical school could be viewed as a waste of district assets. When district assets are not properly managed and increased indebtedness is incurred, school board members can be personally liable for the amount of the additional indebtedness.

- The Paron High School is an old facility in poor condition.

- The Bryant School District cannot provide an equitable education to students in the Paron School District because it cannot employ the staff and it would create a great drain on resources in the Bryant School District. The course offerings at Paron for the 2005-2006 school year totaled 40 full units and 14 half units. The Bryant School District offers 154 full units and 29 half units and 1

freshman comp. class. This is not an equitable situation for the students attending the Paron High School.

- Because the Bryant School District has been on probationary status for two years, the State Board of Education is mandated to take action.

- The Pulaski County Circuit Court has temporarily restrained the State Board of Education from taking any action to close the Paron High School. The Bryant School District has now been named as a party in an Amended Complaint and has been served.

In summary, the Bryant School District properly chose to transfer the students from the Paron High School to the Bryant High School in order to offer those students a greatly enhanced education, fully in line with the mandates of the Arkansas Supreme Court. Those that oppose this increased educational opportunity have chosen to seek the assistance of the court which appears to tie the hands of the State Board of Education and proposes to tie the hands of the Bryant School District. On the one hand, the Bryant School District cannot employ the teachers or provide an equal course selection at the Paron High School and on the other hand, events appear to be leading to a requirement for the Bryant School District to keep the Paron High School open.

The remedy that appears to be left for the Bryant School District is to petition the State Board to assume governance of what was the former Paron School District.

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

RECEIVED
ATTORNEY'S OFFICE
JUL 20 2006
DEPARTMENT OF EDUCATION
GENERAL DIVISION

IN THE MATTER OF THE ANNEXATION OF
PARON SCHOOL DISTRICT OF SALINE COUNTY
INTO THE BRYANT SCHOOL DISTRICT
OF SALINE COUNTY, ARKANSAS:

PETITION TO DE-ANNEX
THE FORMER PARON SCHOOL DISTRICT

The Bryant School District, for its Petition to De-Annex the former Paron School District from the Bryant School District, states:

1. The Paron School District was an isolated school district with an Average Daily Membership of fewer than 350 students for the school years 2001-2002 and 2002-2003. As a result of Act 60 of the Second Extraordinary Session of 2003, the State of Arkansas mandated that the Paron School District be annexed or consolidated with another or other school districts to form a new district, or enlarge another district to create a district with a student attendance of more than 350 students. By their Petitions to the State Board of Education, the Paron School District and the Bryant School District agreed that the Paron School District would be annexed to and become a part of the Bryant School District. The State Board of Education approved this annexation on April 26, 2004, to take effect July 1, 2004.

2. The Order of the State Board of Education resulted in the incorporation of the staff and facilities of the Paron School District into the Bryant School District. The average teachers' salary of the Paron School District was $33,192 in 2003-2004. The average teacher's salary of the Bryant School District for the same year was $45,325. The Paron teachers were paid on the Bryant schedule after annexation and in the first year received on average a salary increase of $10,199 for the 2004-2005 year.

3. The State mandates certain courses be offered at the high school level. These courses must be offered whether there are no students or a classroom full of students. Because of the small size of the Paron High School, 111 students October 1, 2005, classes were offered as required, some with few students. Small class size is inefficient and uneconomical. Other classes were staffed by teachers without the proper certification although teachers with the proper certification were recruited by the Bryant School District, yet they chose not to take employment with the Bryant School District.

As a result of the failure to have students in physics, instrumental music and a fine arts elective, Paron High School was designated probationary status by the Arkansas Department of Education for the 2004-2005 school year.

As a result of the failure to have an appropriately certified teacher to teach oral communications and journalism during 2005-2006, Paron High School was designated probationary status for the second year in a row for violating the minimum accreditation standards for the State of Arkansas.

4. The Bryant School District has offered course work through the medium of distance learning; however, the experience by the school district with delivery of instruction by distance learning has not been successful. A distance learning course in geometry was offered for the 2004-2005 year through the Arkansas School for Math and Science and proficiency dropped compared to the proficiency achieved where the course was offered with a certified teacher in the room. The percent testing proficient/advanced in the Paron High School dropped from 43 to 30 percent on the end of course exam. In the Bryant High School the results for the same course rose from 42 to 53.2 percent. The Paron students would be better served attending Bryant for their geometry course.

5. The impact of inefficient staffing when it could be corrected by readily available classes on the Bryant campus is a misuse of funding. This, plus the cloud over the district by virtue of its probationary status, required the Bryant School District Board to seek other alternatives. The only feasible alternative was for the district to close the Paron High School and bring those students to the Bryant campus. The transfer of the students from the Paron High School to the Bryant High School would result in greater course offerings, more efficient class sizes and greater opportunities for education than existed at the Paron High School. The downside of the transfer was that some students would have longer bus rides in comparison to the time they formerly spent on the bus. The Bryant staff was aware of other districts that had the same travel time or greater travel times for their students. In 1962, the Arkansas Supreme Court recognized a bus trip of nearly 2 hours was appropriate to cure a situation where

students were subjected to a program that was inefficient both economically and educationally. Evans v. McKinley, 234 Ark. 472, 352 S.W.2d 829.

6. While addressing this problem the Bryant School District was required by the Teacher Fair Dismissal Act to contract with teachers prior to May 1, 2006. A staff member at Paron retired and other staff members moved to other school districts or were assigned to positions in which they were needed with the Bryant School District. At the end of the year, there were 17 teachers at the Paron High School. As of May 1, 2006, there are no teachers assigned to the Paron High School for the 2006-2007 school year.

7. As required by Arkansas Statutes, the Bryant School District Board voted on the closure of the Paron High School. Four Board members voted for the motion to close the High School. One member voted against the Motion to close the High School. A.C.A. § 6-20-602 requires the school district to present its petition for closure of the high school to the State Board of Education for approval when the vote to close the school is not unanimous. The Bryant School District did so in its Petition filed April 4, 2006, with the Arkansas Department of Education.

8. The State Board of Education in its regular meeting approved the Petition for Closure of the Paron High School on May 8, 2006. Following the approval by the State Board of Education, parties interested in the Paron High School filed suit in the Circuit Court of Pulaski County, Arkansas, seeking an injunction to stop the State Board of Education from closing the Paron High School. This petition resulted in a Temporary Restraining Order by the Court

which was filed June 29, 2006. The Bryant School District was not a party to the proceeding in the Circuit Court. The Court's order provided that the Bryant School District be named and joined as a party to the suit.

9. On July 10, 2006, an Amended Complaint naming the Bryant School District was filed with the Court and served on the Bryant School District on July 11, 2006.

10. As a result of the Court Order, the Bryant School District is faced with the eventual requirement to re-staff the Paron High School with up to 17 added teachers, to provide certified teachers in each of the course offerings required by the Department of Education and to commit funding to operation of the Paron High School. The Bryant School District previously was unable to hire the proper certified teachers and it is unlikely that teachers with the proper certifications can be hired between now and the beginning of school for the 2006-2007 school year. That the Bryant School District will face sanctions as mandated by A.C.A. § 6-15-207 is a certainty.

11. The State of Arkansas looks to school boards to properly manage and control school district assets. Should the districts' board of directors not properly manage the assets and incur increased indebtedness, those board members participating "shall be liable personally for the amount of the additional indebtedness." A.C.A. § 6-13-620(a)(11)(B). The Bryant School District Board of Directors is justified in being concerned with the inefficiency of the Paron High School and the possibility of their own personal liability.

12. While the recent State audit of school facilities suggests that the Paron Elementary School has a facility condition index of 54.43 percent and the High School has a facility condition index of 29.71 percent, which indexes would indicate that the High School is in much better condition than the Elementary School on the rating scale used by the State, that is not the case. The Elementary School is only about twenty years old, whereas the majority of the High School was built in 1940 and has wooden floors. The Elementary School is of block construction with heating and air conditioning and all the usual features of more modern day schools. It appears the numbers have been reversed.

13. Since the close of the 2005-2006 school year, the Bryant School Board has approved 28 transfer requests for Paron students to attend the Perryville School District. The Bryant School District has received School Choice documents from 28 other students to attend Jessieville, Benton, Harmony Grove and Pulaski County Special School District. Twenty-four students are transferring to the Fountain Lake School District, either by legal transfer or by school choice. Approximately 55 students (Grades 6-12) remain from the high school student body of the 2005-2006 school year. At the hearing before the Court on the temporary injunction, Superintendents Bob Miller of the Perryville School District and Dr. Lowell Hightower of the Fountain Lake School District, testified they would accept students to their campuses and would also provide transportation to them. Dr. Fred Dawson of Benton testified that his District would accept any students to their campus and consider providing transportation to them. These Districts are closer to the Paron School District

than the Bryant School District, thus these are reasonable alternatives for students not wishing to attend the Bryant High School.

14. The Bryant School District cannot provide an equitable education to students in the Paron High School. The course offerings at Paron for the 2005-2006 school year totaled 40 full units and 14 half unit classes. Meanwhile, at the Bryant School District, students in comparable grades had a selection of 154 full units, 29 half unit classes and 1 freshman comp. class from which to choose. This great disparity is contrary to the mandate of the Arkansas Supreme Court. In Lake View School District #25 v. Huckabee, 351 Ark. 31, 91 S.W. 3d 472 (2002) the Court, in comparing course offerings at the Lake View School District with other school districts, such as Fort Smith, observed that the contrast in curriculum created an inequality in education opportunity that was self-evident. [p. 497] Students at the Paron High School do not receive the same educational opportunity that students at the Bryant High School receive. Following the Mandate of the Arkansas Supreme Court, as expressed in the Lake View decision of 2002. The much greater educational opportunity at the Bryant campus is an appropriate educational reason for closing the Paron High School.

15. Inasmuch as the Bryant School District is on probationary status and has been for two years for not meeting standards at the Paron High School, the enforcement standards of A.C.A. § 6-15-207 are mandated. Specifically, A.C.A. §6-15-207(b) states:

> (b) The state board shall take at least one (1) of the actions listed in subsection (c) to address any school or school district which has failed to meet all standards of accreditation for two (2) consecutive school years, including the year the probationary status is declared pursuant to §§ 6-15-202 and 203,

> unless the state board, at its discretion, issues written findings supported by a majority of the state board that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.

Of those actions mandated Subsection (4) has been eliminated in view of the Court's temporary restraining order prohibiting closure of the Paron High School. Subsection (5) would be appropriate by de-annexing the former Paron School District and assigning it to another district or, in the alternative, subsection (7) would permit the Board to provide governance to the former Paron School District.

16. The Bryant School District has done all within its power to provide a proper education to the students of the Paron High School; however, with the Court's Order, and based on past experience and attempts to properly staff the Paron High School, it is clear that the Bryant School District cannot provide an equitable education to the students at the Paron High School.

In summary, the Bryant School District has used its best efforts to provide an equitable education for Paron students. Yet, after the best efforts including raising teachers' salaries an average of $10,199 efforts to recruit properly certified teachers to staff the Paron High School have been unsuccessful. After two years of probation while being administered by the Bryant School District and one year before the annexation to the Bryant School District, the Paron High School remains unsuitable for students. There are 114 fewer courses for students in the Paron High School than offered in the Bryant School District. The small number of students creates problems that cannot be effectively and efficiently overcome.

While the best solution is to transport the former Paron High School students to the Bryant High School campus, others do not agree with that solution. The recent court order imposing a temporary restraining order on the State taking any further action to close the Paron campus and now the amendment of the Complaint and service on the Bryant School District bringing the Bryant School District into that litigation has created a problem that is not solvable by the Bryant School District. On the one hand, the Bryant School District would have to recruit and employ enough teachers certified in the proper disciplines to staff the Paron High School without any assurance to those teachers they would have employment should the Paron High School be closed later. Some teachers presently at the Bryant High School might agree to being relocated at the Paron High School, but then these teachers would have to be replaced by new hires at the Bryant School District. Again, teachers would be subject to release in accordance with the Bryant reduction in force policy should the Paron High School be closed. On the other hand, if the Bryant School District cannot employ properly certified staff for the Paron High School, it would be on probation again, which would mean another year of probation for Paron High School and the third year for the Bryant School District. The State Board of Education is mandated to take action after two years.

School is scheduled to start in the Bryant School District August 14, 2006.

The failure to transfer the Paron High School students to the Bryant campus continues for at least one more year the loss to those students of a greater educational opportunity. As a result of this situation which has not been created by the Bryant School District, it appears the best solution, barring some

change in the present legal proceedings, is for the Bryant School District to de-annex the Paron School District and for the State Board of Education to assume governance of what was the former Paron School District.

For these reasons, the Bryant School District petitions the State Board to promptly act and assume governance of the former Paron School District.

Respectfully submitted,

BRYANT SCHOOL DISTRICT
SALINE COUNTY, AR

By: Richard Abernathy 7-14-06
Superintendent Date

2006-2007 Arkansas Better Chance Program

Round #4 Recommendations for Approval

Agency	Contact	City	Round 5 Renewal Slots	ROUND 4 FUNDING	Conditions-Comments
PreKinder Preschool Center	Gail Lambert	Little Rock	20	$ 88,000	No corrective action taken by DCC-ECE Compliance Unit.

2006-2007 Arkansas Better Chance Program — Requested Grant Amendments - December 2006

Agency	Previous Amount Approved	New Amount (Amendment) Requested	Explanation or Other Changes Requested
Waldron School District	$ 176,000	$ 184,000	Agency error in payment for 2005-2006 program year.
Tender Loving Care Early Learning Center	$ 264,000	$ 279,000	Additional children needing service.
UAMS Arkansas Cares	$ 74,800	N/A	Change of agency ownership to United Methodist Children's Home (TIN 71-0236906)

9-12
English Language Arts Curriculum Framework

Amended 2006

English Language Arts Curriculum Frameworks

Standards

Oral and Visual Communications	
1. Speaking	Students shall demonstrate effective oral communication skills to express ideas and to present information.
2. Listening	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
3. Media Literacy	Students shall demonstrate knowledge and understanding of media as a mode of communication.
Writing	
4. Process	Students shall employ a wide range of strategies as they write, using the writing process appropriately.
5. Purpose, Topics, Forms and Audiences	Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
6. Conventions	Students shall apply knowledge of Standard English conventions in written work.
7. Craftsmanship	Students shall develop personal style and voice as they approach the craftsmanship of writing.
Reading	
8. Foundations of Reading	Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.
9. Comprehension	Students shall apply a variety of strategies to read and comprehend printed material.
10. Variety of text	Students shall read, examine, and respond to a wide range of texts for a variety of purposes.
11. Vocabulary, Word Study and Fluency	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Inquiring/Researching	
12. Research/Inquiry Process	Students shall engage in inquiry and research to apply logic to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

Strand: Oral and Visual Communication

Standard 1: *Speaking*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Speaking to share understanding and information	OV.1.9.1 Create, present, and adjust oral language to audience and appropriately apply the rules of standard English OV.1.9.2 Prepare and participate in informal discussions and activities, such as oral presentations, group discussions/work teams, and debates that ○ Exhibit a logical structure appropriate to the audience, context, and purpose ○ Maintain focus ○ Include transitions ○ Provide coherent conclusions ○ Employ proper eye contact, speaking	OV.1.10.1 Create, present, and adjustoral language to audience and appropriately apply the rules of standard English OV.1.10.2 Prepare and participate in informal discussions and activities, such as presentations, group discussions/work teams, and debates that ○ Exhibit a logical structure appropriate to the audience, context, and purpose ○ Maintain focus ○ Include transitions ○ Provide coherent conclusions ○ Employ proper eye contact, speaking rate, and	OV.1.11.1 Prepare and participate in formal discussions, such as *Socratic discussions and job interviews* OV.1.11.2 Present a formal multi-media *presentation* that supports judgments with sound evidence and well-chosen details	OV.1.12.1 Prepare and participate in such structured discussions as mock trials and other discussions or *presentation*s outside the classroom OV.1.12.2 Present a formal multi-media *presentation* that makes skillful use of rhetorical devices such as: ○ repetition ○ rhetorical questions ○ verbal irony ○ exaggeration ○ understatement ○ chiasmus ○ anaphora

Key: *OV.1.9.1=Oral and Visual Communication. Standard 1. Ninth Grade. 1st Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 1: *Speaking*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

	rate, and gestures OV.1.9.3 Use appropriate *visual aids* in *presentation*s	gestures ○ Emphasize volume, enunciation, and inflection to communicate ideas effectively ○ Build on the ideas of others by contributing relevant information in group discussions ○ OV.1.10.3 Use appropriate *visual aids* in *presentation*s		
Speaking for literary response, expression and analysis	OV.1.9.4 Perform a variety of speaking activities such asscenes from a play, oral book reports, monologues, memorization of lines, character analysis, and literary reviews	OV.1.10.4 Perform a variety of speaking activities such as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, and excerpts from famous speeches	OV.1.11.3 Perform a variety of speaking activities such as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras	OV.1.12.3 Perform a variety of speaking activities such as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras

Key: *OV.1.9.1=Oral and Visual Communication. Standard 1. Ninth Grade. 1st Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Listening for information, interpretation, critical analysis, and evaluation	OV.2.9.1 Analyze how the conventions of English affect oral expressions OV.2.9.2 Establish a purpose for listening and identify relevant information OV.2.9.3 Identify barriers to listening and generate methods to overcome them	OV.2.10.1 Interpret oral readings from literary and informational texts OV.2.10.2 Identify barriers to listening and generate methods to overcome them OV.2.10.3 Critique *oral communications for false assumptions, errors, loaded terms, and sarcasm* OV.2.10.4	OV.2.11.1 Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages OV.2.11.2 Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations OV.2.11.3 Identify barriers to listening and generate methods to overcome them OV.2.11.4 Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery	OV.2.12.1 Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages OV.2.12.2 Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations OV.2.12.3 Identify barriers to listening and generate methods to overcome them OV.2.12.4 Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effectiveness of delivery OV.2.12.5 Critique relationships among purpose, audience, and content of *presentation*s

Key: *OV.1.10.1=Oral and Visual Communication. Standard 1. Tenth Grade. 1st Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	OV.2.9.4 Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include: ○ listening with civility to ideas of others ○ gaining the floor in respectful ways ○ offering dissent courteously ○ ensuring a hearing of diverse positions ○ avoiding premature jconsensus	Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include: ○ extracting essential information from others' input ○ contributing relevant information or ideas in group discussions ○ evaluating the range and quality of evidence used to support or oppose an argument	OV.2.11.5 Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include: ○ maintaining independent judgment ○ defining individuals'role s and responsiblities an setting clear goals, ○ acknowledging the ideas and contributions of individuals in the group ○ understanding the purpose fo the team project and the ground rules for decision making	OV.2.12.6 Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include recognizing: ○ common logical fallacies ○ the personal attack ○ the appeal to common opinion and the false dilemma (assuming only two options when there are more options available) ○ the lack of proof for a point being argued

Key: *OV.1.10.1=Oral and Visual Communication. Standard 1. Tenth Grade. 1st Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
			○ selecting leader/spokes person when necessary	

Key: *OV.1.10.1=Oral and Visual Communication. Standard 1. Tenth Grade. 1st Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 3: *Media Literacy*

Students shall demonstrate knowledge and understanding of media as a mode of communication.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Analyzing media	OV.3.9.1 Compare the advantages and disadvantages of various types of media OV.3.9.2 Articulate personal response to such media as editorials, news stories, and advertisements	OV.3.10.1 Identify features and techniques used by specific media (print and electronic) to inform, such as *infographics*, sequencing, headlining, and placement OV.3.10.2 Demonstrate an understanding of features and techniques used by media for specific effect	OV.3.11.1 Describe the possible cause-effect relationships between mass media coverage and public opinion trends	OV.3.12.1 Analyze techniques used in political and product ads to recognize ○ common logical fallacies ○ personal attack ○ appeal to common opinion ○ false dilemma (assuming only two options when there are more options available) ○ the lack of proof for a point being argued
Evaluating media credibility	OV.3.9.3 Identify and evaluate a media source for bias and *point of view*	OV.3.10.3 Identify and evaluate propaganda, *disinformation*, and censorship within a given medium	OV.3.11.2 Use appropriate criteria to evaluate media with emphasis on prejudice, censorship, and *disinformation*	OV.3.12.2 Use appropriate criteria to evaluate the impact of media on public opinion, trends, and beliefs

Key: *OV.3.11.1=Oral and Visual Communication. Standard 3. Eleventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Prewriting	W.4.9.1 Generate, gather, and organize ideas for writing W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration	W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description	W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition	W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion
Drafting	W.4.9.3 Communicate clearly the purpose of the writing W.4.9.4 Write clear and varied sentences W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.9.6 Adapt content vocabulary, *voice*, and *tone* to audience, purpose, and situation W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition	W.4.10.2 Communicate clearly the purpose of the writing W.4.10.3 Write clear and varied sentences W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.10.5 Adapt content vocabulary, *voice* and *tone* to audience, purpose, and situation W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition	W.4.11.2 Communicate clearly the purpose of the writing W.4.11.3 Write clear and varied sentences W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.11.5 Adapt content vocabulary, *voice*, and *tone* to audience, purpose, and situation W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition	W.4.12.2 Communicate clearly the purpose of the writing W.4.12.3 Write clear and varied sentences W.4.12.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.12.5 Adapt content vocabulary, *voice*, and *tone* to audience, purpose, and situation W.4.12.6 Arrange paragraphs into a logical progression with appropriate transition

Key: *W.4.12.2=Writing. Standard 4.Twelfth Grade. 2nd Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Revising	W.4.9.8 Revise content of writing for central idea, elaboration, unity, and organization W.4.9.9 Revise *style* of writing for selected vocabulary, selected information, sentence variety, *tone* and *voice* W.4.9.10 Revise *sentence formation* in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences	W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization W.4.10.8 Revise *style* of writing for selected vocabulary, selected information, sentence variety, *tone*, and *voice* W.4.10.9 Revise *sentence formation* in writing for completeness, coordination, subordination, standard word order and absence of fused sentences	W.4.11.7 Revise content of writing for central idea, elaboration, unity, and organization W.4.11.8 Revise *style* of writing for selected vocabulary, selected information, sentence variety, *tone*, and *voice* W.4.11.9 Revise *sentence formation* in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences W.4.11.10 Evaluate how well questions of purpose, audience, and genre have been addressed	W.4.12.7 Revise content of writing for central idea, elaboration, unity, and organization W.4.12.8 Revise *style* of writing for selected vocabulary, selected information, sentence variety, *tone*, and *voice* W.4.12.9 Revise *sentence formation* in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences W.4.12.10 Evaluate how well questions of purpose, audience, and genre have been addressed
Editing *Note to teacher:* Align with Conventions Standard.	W.4.9.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.9.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.10.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.11.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	W.4.12.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions W.4.12.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling

Key: *W.4.12.2=Writing. Standard 4.Twelfth Grade. 2nd Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Publishing	W.4.9.13 Refine selected pieces frequently to publish for intended audiences and purposes W.4.9.14 Maintain a writing *portfolio* that exhibits growth and reflection in the progress of meeting goals and expectations W.4.9.15 Use available technology for all aspects of the *writing process*	W.4.10.12 Refine selected pieces frequently to publish for intended audiences and purposes W.4.10.13 Maintain a writing *portfolio* that exhibits growth and reflection in the progress of meeting goals and expectations W.4.10.14 Use available technology for all aspects of the *writing process*	W.4.11.13 Refine selected pieces frequently to publish for intended audiences and purposes W.4.11.14 Maintain a writing *portfolio* that exhibits growth and reflection in the progress of meeting goals and expectations W.4.11.15 Use available technology for all aspects of the *writing process*	W.4.12.13 Refine selected pieces frequently to publish for intended audiences and purposes W.4.12.14 Maintain a writing *portfolio* that exhibits growth and reflection in the progress of meeting goals and expectations W.4.12.15 Use available technology for all aspects of the *writing process*

Key: *W.4.12.2=Writing. Standard 4.Twelfth Grade. 2nd Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Purposes and Audiences	W.5.9.1 Adjust levels of formality, *style*, and *tone* when composing for different audiences	W.5.10.1 Adjust levels of formality, *style*, and *tone* when composing for different audiences	W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments	W.5.12.1 Use elements of *discourse* effectively when completing narrative, *expository*, persuasive, or descriptive writing assignments
Topics and Forms	W.5.9.2 Write biographies or autobiographies that • communicate the significance of the events and characters • specify scenes and incidents in specific places • describe using sensory details • pace time and mood • maintain consistency in *point of view* W.5.9.3 Write *expository* compositions, including analytical essays and research reports that • assemble and convey evidence in support of the thesis	W.5.10.2 Write short stories that • communicate the significance of the events and characters • specify scenes and incidents in specific places • describe using sensory details • pace time and mood • maintain consistency in *point of view* W.5.10.3 Write *expository* compositions, including analytical essays, and research reports that • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas	W.5.11.2 Write *expository* compositions, including analytical essays and research reports, that • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts, and ideas • employ *visual aids* when appropriate	W.5.12.2 Write *expository* compositions, including analytical essays and research reports, that • assemble and convey evidence in support of the thesis • make distinctions between the relative value and significance of data, facts and ideas • employ *visual aids* when appropriate

Key: *W.5.9.3=Writing. Standard 5. Ninth Grade. 3rd Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	W.5.9.4 Write using *rhetorical strategies* with special emphasis on definition, narration, description, exemplification, and compare/contrast	W.5.10.4 Write using *rhetorical strategies* with special emphasis on exemplification, process/analysis, comparison/contrast, and argumentation/persuasion that demonstrate logic	W.5.11.3 Write using *rhetorical strategies* with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic	W.5.12.3 Write using rhetorical strategies with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic
			W.5.11.4 Write persuasive compositions that use logic to: • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific *rhetorical devices* to support assertions • address readers' concerns, counterclaims, biases, and expectations	W.5.12.4 Write persuasive compositions that use logic to: • structure ideas and arguments • clarify and defend positions with precise and relevant evidence • use specific *rhetorical devices* to support assertions • address readers' concerns, counterclaims, biases, and expectations
	W.5.9.5 Write a variety of work related documents such as letters, including letters of complaint or apology, that • follow a customary format, including proper salutation, closing and signature	W.5.10.5 Write a variety of work related documents such as memos, emails, and correspondence , that • follow a customary format, including proper salutation, closing, and	W.5.11.5 Write a variety of work related documents such as proposals, project plans, and letters, including letters for employment and letters of request, that	W.5.12.5 Write a variety work related documents such as proposals, project plans, biographical/personal statement, resume and letters, including cover letters

Key: *W.5.9.3=Writing. Standard 5. Ninth Grade. 3rd Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, *tone*, and *style* • use appropriate strategies, such as providing facts and details and/or describing and analyzing the subject	signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, *tone*, and *style* • use appropriate strategies, such as providing facts and details, describing and analyzing the subject, and explaining benefits or limitations	• follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, *tone*, and *style* • use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate	and letters of recommendation, that • follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose, and context • provide clear, purposeful information that includes relevant information and excludes extraneous information (translates technical language into non-technical English) • use appropriate vocabulary, *tone*, and *style* • use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or

Key: *W.5.9.3=Writing. Standard 5. Ninth Grade. 3rd Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing *narrative* poetry W.5.9.7 Write responses to literature that • articulate the significant ideas of literary works • support important ideas with evidence from text	W.5.10.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry W.5.10.7 Write responses to literature that • articulate the significant ideas of literary works • support important ideas and viewpoints with evidence from the text • demonstrate awareness of the author's use of	W.5.11.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing *free verse* poetry W.5.11.7 Write responses to literature that • articulate the significant ideas of literary works • support important ideas and viewpoints • analyze the author's use of stylistic and literary devices • determine the impact of ambiguities, nuances, and complexities using evidence from the text • analyze conflicts (character dilemmas) as revealed by characters' motivations and behaviors	limitations, comparing or contrasting, and providing a scenario to illustrate • anticipates potential problems, mistakes, and misunderstandings that might arise for the reader W.5.12.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets W.5.12.7 Write responses to literature that • articulate the significant ideas of literary works • support important ideas and viewpoints • analyze and evaluate the author's use of stylistic and literary devices • evaluate the impact of ambiguities, nuances, and complexities using

Key: *W.5.9.3=Writing. Standard 5. Ninth Grade. 3rd Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms, and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	• recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors W.5.9.8 Write on demand to a specified prompt within a given time frame W.5.9.9 Write across the curriculum	stylistic and literary devices • recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors W.5.10.8 Write on demand to a specified prompt within a given time frame W.5.10.9 Write across the curriculum	W.5.11.8 Write on demand to a specified prompt within a given time frame W.5.11.9 Write across the curriculum	evidence from the tex ○ evaluate conflicts (character dilemmas) as revealed by characters' motivations and behaviors W.5.12.8 Write on demand to a specified prompt within a given time frame W.5.12.9 Write across the curriculum

Key: *W.5.9.3=Writing. Standard 5. Ninth Grade. 3rd Student Learning Expectation*

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Sentence Formation	W.6.9.1 Use knowledge of types of clauses (main, subordinate) W.6.9.2 Use parallel structures W.6.9.3 Use knowledge of types of verbals (gerunds, infinitives, participles)	W.6.10.1 Use verbals and verbal phrases to achieve sentence conciseness and variety	W.6.11.1 Use a variety of sentence structures, types, and lengths for effect in writing	W.6.12.1 Use a variety of sentence structures, types, and lengths for effect in writing
Usage	W.6.9.4 Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case W.6.9.5 Distinguish between active and passive voice W.6.9.6 Maintain consistent verb tense within a writing product W.6.9.7 Select appropriate pronouns when writing	W.6.10.2 Apply *usage* rules appropriately in all formal writing • Subject verb agreement • Pronoun agreement • Misplaced modifiers • Pronoun case • Objective complements W.6.10.3 Demonstrate appropriate use of active and passive voice	W.6.11.2 Apply *usage* rules appropriately in all formal writing • Subject verb agreement • Pronoun agreement • Misplaced modifiers • Active and passive voice • Indicative and subjunctive mood	W.6.12.2 Apply *usage* rules appropriately in all formal writing
Spelling	W.6.9.8 Apply conventional spelling to all pieces	W.6.10.4 Apply conventional spelling to all pieces	W.6.11.3 Apply conventional spelling to all pieces	W.6.12.3 Apply conventional spelling to all pieces

Key: *W.6.10.8=Writing. Standard 6. Tenth Grade. 8th Student Learning Expectation*

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Capitalization	W.6.9.9 Apply conventional rules of capitalization in writing	W.6.10.5 Apply conventional rules of capitalization in writing	W.6.11.4 Apply conventional rules of capitalization in writing	W.6.12.4 Apply conventional rules of capitalization in writing
Punctuation	W.6.9.10 Use commas and semicolons to distinguish and divide main and subordinate clauses W.6.9.11 Use colons and dashes effectively in writing W.6.9.12 Use punctuation correctly and recognize its effect on sentence structure	W.6.10.6 Apply the punctuation rules appropriately in writing	W.6.11.5 Apply the punctuation rules appropriately in writing	W.6.12.5 Apply the punctuation rules appropriately in writing

Key: *W.6.10.8=Writing. Standard 6. Tenth Grade. 8th Student Learning Expectation*

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Purposefully shaping and controlling language	W.7.9.1 Use figurative language effectively with emphasis on simile and personification	W.7.10.1 Use figurative language effectively with emphasis on metaphor and symbolism	W.7.11.1 Use figurative language effectively with emphasis on extended metaphor and symbolism	W.7.12.1 Use figurative language effectively with emphasis on extended metaphor
	W.7.9.2 Use a variety of sentence structures, types, and lengths to contribute to *fluency* and interest	W.7.10.2 Use a variety of sentence structures, types, and lengths to contribute to *fluency* and interest	W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to *fluency* and interest	W.7.12.2 Use a variety of sentence structures, types, and lengths to contribute to *fluency* and interest
	W.7.9.3 Consider purpose, speaker, audience, and form when completing assignments emphasizing narration	W.7.10.3 Use such elements of *discourse* as purpose, speaker, audience, and form when completing narrative, *expository*, or *descriptive* writing assignments	W.7.11.3 Apply such elements of *discourse* as purpose, speaker, audience, and form when completing narrative, *expository*, persuasive, or *descriptive* writing assignments	W.7.12.3 Apply such elements of *discourse* as purpose, speaker, audience, and form when completing narrative, *expository*, persuasive, or *descriptive* writing assignments
	W.7.9.4 Demonstrate organization, unity, and coherence by using direct transitions and sequencing	W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing	W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing	W.7.12.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing
	W.7.9.5 Use extension and elaboration to develop an idea emphasizing the use of appositives	W.7.10.5 Use extension and elaboration to develop an idea emphasizing the use of participial phrases	W.7.11.5 Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses W.7.11.6	W.7.12.5 Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing

Key: *W.7.12.5=Writing. Standard 7.Twelfth Grade.5th Student Learning Expectation*

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	W.7.9.6 Use *concrete information* for elaboration	W.7.10.6 Distinguish between and use *concrete* and *commentary information* for elaboration	Combine *concrete* and *commentary information* for elaboration	W.7.12.6 Balance *concrete* and *commentary information* within a piece
	W.7.9.7 Use precise word choices that convey specific meaning	W.7.10.7 Use precise word choices that convey specific meaning	W.7.11.7 Use precise word choices that convey specific meaning	W.7.12.7 Use precise word choices that convey specific meaning
	W.7.9.8 Demonstrate *voice* in informal writing	W.7.10.8 Demonstrate *voice* in informal and formal writing	W.7.11.8 Personalize writing to convey *voice* in formal and informal pieces	W.7.12.8 Personalize writing to convey *voice* in formal and informal pieces
			W.7.11.9 Use *point of view*, characterization, *style*, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes	W.7.12.9 Use *point of view*, characterization, *style*, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes
	W.7.9.9 Evaluate own writing to determine the best features of a piece of writing	W.7.10.9 Evaluate own writing and others' writing to determine how writing achieves its purpose, ask for feedback,	W.7.11.10 Evaluate own writing and others' writing to highlight the individual *voice*, improve sentence variety and *style*, and enhance subtlety of meaning of *tone* in ways that	W.7.12.10 Use elements of logic (such as emotional, ethical, and logical appeal) to structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples W.7.12.11

Key: *W.7.12.5=Writing. Standard 7.Twelfth Grade.5th Student Learning Expectation*

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
		and respond to classmates' writing	are consistent with the purpose, audience, and form of writing	Critique professional and peer writing for consistency of *style*

Key: *W.7.12.5=Writing. Standard 7.Twelfth Grade.5th Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Literal and inferential understanding	R.9.9.1 Determine the author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin	R.9.10.1 Examine author's pupose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin	R.9.11.1 Analyze personal biases brought to a text	R.9.12.1 Analyze personal biases brought to a text with an emphasis on gender and national origin
	R.9.9.2 Identify specific ways an author accomplishes purpose, including organization, *narrative* and persuasive techniques, *style*, literary forms or genre, portrayal of themes, *tone*, and intended audiences	R.9.10.2 Interpret specific ways an author accomplishes purpose, including organization, *narrative* and persuasive techniques, *style*, literary forms or genre, portrayal of themes, *tone*, and intended audience	R.9.11.2 Analyze *style* and diction to determine author's purpose	R.9.12.2 Challenge or defend use of writer's diction and *style*
	R.9.9.3 Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating	R.9.10.3 Apply appropriate strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating	R.9.11.3 Explain the use of appropriate strategies to support active reading and engagement	R.9.12.3 Evaluate and select individualized strategies to support active reading and engagement
	R.9.9.4 Identify how works of a given period reflect author's background, historical events, and cultural influences	R.9.10.4 Research and explain how works of a given period reflect author's background, historical events, and cultural influences	R.9.11.4 Analyze how works of a given period reflect author's background, historical events, and cultural influences	R.9.12.4 Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences
			R.9.11.5 Draw inferences from a	R.9.12.5

Key: *R.9.11.3=Reading. Standard 9.Eleventh Grade.3rd Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	R.9.9.5 Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence R.9.9.6 Identify the role of bias for both author and reader in the comprehension of a text R.9.9.7 Explain how signal/transition words and phrases denote shifts that contribute to the meaning of the text	R.9.10.5 Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence R.9.10.6 Identify bias in a variety of texts	complete selection (including conclusions, generalizations, and predictions) and support them with text evidence	Draw inferences from multiple selections and author's (including conclusions, generalizations, and predictions) and support them with text evidence R.9.12.6 Analyze the effect of personal biases in approaching texts
Summary and generalization	R.9.9.8 Summarize,paraphrase, and critique structures in informational and literary texts, including relationships among concepts,details, and visual components.	R.9.10.7 Summarize,paraphrase, and critique structures in informational and literary texts, including relationships among concepts,details, and visual components.	R.9.11.6 Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts ,details, and visual components.	R.9.12.7 Summarize ,paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts,details, and visual components.
Analysis and evaluation	R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction R.9.9.10 Analyze the structure and format of informational and	R.9.10.8 Use logic to evaluate deceptive and/or faulty arguments in persuasive texts	R.9.11.7 Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts	R.9.12.8 Investigate both the features and the *rhetorical devices* of different policy statements,

Key: *R.9.11.3=Reading. Standard 9.Eleventh Grade.3rd Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	literary documents and explain how authors use the features to achieve their purposes			speeches, debates, or other public documents and the ways in which authors use those features and devices
	R.9.9.11 Recognize and define various points of view (e.g., omniscient narrator, third-person limited)	R.9.10.9 Analyze techniques used to convey *point of view* or impressions, including language, organization, *tone*, and context R.9.10.10 Examine author's purpose in choosing a *point of view* (e.g., humor, suspense, satire, etc.)	R.9.11.8 Analyze *point of view* and its influence on elements of the text (e.g., *tone*, theme, and purpose)	R.9.12.9 Evaluate the effect of *point of view* on elements of text (e.g., *tone*, theme, and purpose, etc.)
	R.9.9.12 Use logic to define fallacies and identify fallacies in both inductive and deductive arguments	R.9.10.11 Use logic to examine fallacies to determine purpose in both inductive and deductive arguments	R.9.11.9 Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments	R.9.12.10 Use logic to challenge or defend author's use of fallacies in both inductive and deductive arguments
	R.9.9.13 Identify and discuss a position using concepts gained from reading. (e.g., debate, discussion, position paper, etc.)	R.9.10.12 Investigate and interpret a position using concepts gained from reading	R.9.11.10 Analyze and defend a position using concepts gained from reading	R.9.12.11 Defend and justify a position using concepts gained from reading
	R.9.9.14 Identify and categorize figures of speech and *sound devices*, including simile, metaphor, personification,	R.9.10.13 Identify and categorize figures of speech and *sound devices*, including extended metaphor,	R.9.11.11 Analyze and compare the author's use of figures of speech and *sound devices*	R.9.12.12 Analyze and evaluate the effects of *rhetorical devices* R.9.12.13

Key: *R.9.11.3=Reading. Standard 9.Eleventh Grade.3rd Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	hyperbole, oxymoron, and pun	personification, hyperbole, understatement, oxymoron, paradox, and pun	R.9.11.12 Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text R.9.11.13 Analyze authors' use *archetype*s (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings	Analyze and evaluate the author's use of *tone*, diction, and *syntax* such as *anaphora* and *inversion* R.9.12.14 Evaluate the logic used in appeals in information sources, including how the writer's motivation affects credibility

Key: *R.9.11.3=Reading. Standard 9.Eleventh Grade.3rd Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Practical and other informational texts	R.10.9.1 Read across the curriculum a variety of such *practical texts* (informational and technical texts) as advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions R.10.9.2 Interpret and use information in *practical*, informational and technical texts to: ○ Follow instructions to perform specific tasks, answer questions, or solve problems ○ Identify the main ideas and determine the essential elements that support the main ideas ○ Summarize the texts and explain the relationship	R.10.10.1 Read across the curriculum a variety of such *practical texts* (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, and applications R.10.10.2 Interpret and use information in *practical* , informational and technical texts to: ○ Follow instructions to perform specific tasks, answer questions, or solve problems ○ Identify the main ideas and determine the essential elements that support the main ideas ○ Summarize the texts and explain the relationship of visual components to the texts ○ Distinguish	R.10.11.1 Read across the curriculum a variety of such *practical texts* (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs and financial documents R.10.11.2 Interpret and use information in *practical,* informational, and technical texts to: ○ Follow instructions to perform specific tasks, answer questions, or solve problems ○ Identify the main ideas and determine the essential elements that support the main ideas ○ Summarize the texts and explain the relationship of visual components to the texts ○ Distinguish	R.10.12.1 Read across the curriculum a variety of such *practical texts* (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents, and contracts R.10.12.2 Interpret and use information in *practical*, informational, and technical texts to: ○ Follow instructions to perform specific tasks, answer questions, or solve problems ○ Identify the main ideas and determine the essential elements that support the main ideas ○ Summarize the texts and explain the

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	of visual components to the texts ○ Distinguish between a summary and a critique ○ Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams	between a summary and a critique ○ Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams ○ Identify interrelationships between and among ideas and concepts within a text ○ Identify and compare information from multiple sources ○ Draw conclusions based on evidence from texts	between a summary and a critique ○ Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams ○ Identify interrelationships between and among ideas and concepts within a text ○ Evaluate information from multiple sources ○ Draw conclusions based on evidence from texts ○ Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose ○ Recognize the use or abuse of ambiguity, contradiction, paradox, irony,	relationship of visual components to the texts ○ Distinguish between a summary and a critique ○ Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams ○ Identify interrelations hips between and among ideas and concepts within a text ○ Synthesize information from multiple sources ○ Draw conclusions based on evidence from texts ○ Analyze the ways in which a text's organizationa

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
			incongruities, overstatement and understatement in text and explain their effect on the reader ○ Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal	l structure supports or confounds its meaning or purpose ○ Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatemen t and understatem ent in texts and explain their effect on the reader ○ Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriaten ess of their graphics and visual appeal

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Poetry	R.10.9.3 Read a variety of *narrative* poetry, including ballad and epic	R.10.10.3 Read a variety of lyric poetry, including odes and sonnets	R.10.11.3 Read a variety of poetry, including *free verse*	R.10.12.3 Read a variety of poetry, including free and formal verse and *narrative* and lyric poetry
	R.10.9.4 Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and *sound devices*	R.10.10.4 Recognize and discuss an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and *sound devices*	R.10.11.4 Analyze an author's use of poetic conventions and structures including line, stanza, imagery, rhythm, rhyme, and *sound devices*	R.10.12.4 Evaluate the effectiveness of an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and *sound devices*
	R.10.9.5 Identify the characteristics of *narrative* poetry	R.10.10.5 Identify the characteristics of lyric poetry	R.10.11.5 Analyze and compare characteristics of *free verse*	R.10.12.5 Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles
	R.10.9.6 Read traditional and contemporary works of poets from many cultures	R.10.10.6 Compare and contrast traditional and contemporary works of poets from many cultures	R.10.11.6 Analyze traditional and contemporary works of poets from many cultures	R.10.12.6 Evaluate traditional and contemporary works of poets from many cultures
	R.10.9.7 Identify the concept of *persona*	R.10.10.7 Examine the author's possible use of *persona*	R.10.11.7 Analyze the author's possible use of *persona*	R.10.12.7 Evaluate the effectiveness of the author's use of *persona*
	R.10.9.8 Identify techniques poets use to evoke emotion in a reader	R.10.10.8 Compare and contrast techniques poets use to evoke emotion in a reader	R.10.11.8 Analyze techniques poets use to evoke emotion in a reader	R.10.12.8 Evaluate techniques poets use to evoke emotion in a reader

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	R.10.9.9 Explain how word choice in a poem creates *tone* and *voice* R.10.9.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the line	R.10.10.9 Identify examples of words that contribute to *tone* and *voice* R.10.10.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza	R.10.11.9 Analyze word choice, *tone*, and *voice* R.10.11.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection	R.10.12.9 Evaluate the effectiveness of word choice, *tone*, and *voice* R.10.12.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Drama	R.10.9.11 Read a variety of dramatic selections, including an Elizabethan tragedy R.10.9.12 Identify the two basic parts of drama: staging and scripting R.10.9.13 Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types R.10.9.14 Compare and contrast the elements of character, setting, and plot in drama R.10.9.15 Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme R.10.9.16 Define and identify the	R.10.10.11 Read a variety of dramatic selections, including a classical tragedy R.10.10.12 Compare and contrast character development in a play to characterizations in other literary forms R.10.10.13 Read and discuss an author's use of dramatic conventions R.10.10.14 Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature R.10.10.15 Explain the use of asides, soliloquies, and monologues in the development of a single character R.10.10.16 Read and examine the elements of classical tragedy R.10.10.17 Define and identify the	R.10.11.11 Read a variety of dramatic selections, including modern drama R.10.11.12 Compare drama to stage, film, or television adaptations R.10.11.13 Describe the dramatic conventions or devices used by playwrights to present ideas R.10.11.14 Analyze an author's use of dramatic conventions R.10.11.15 Compare and contrast the effects of dramatic elements of plays from various cultures R.10.11.16 Recognize and examine the elements of modern drama R.10.11.17 Compare and contrast the hero of	R.10.12.11 Read and critique dramatic selections from a variety of authors R.10.12.12 Evaluate stage, film, or television adaptations and interpretations of a drama R.10.12.13 Evaluate the effectiveness of an author's use of dramatic conventions R.10.12.14 Analyze and evaluate the most effective elements of selected plays R.10.12.15 Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect R.10.12.16 Compare and contrast tragic

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	elements of Elizabethan tragedy	characteristics of a tragic hero R.10.10.18 Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	a modern drama to the tragic hero	heroes from various literary eras
Literary and Content Prose	R.10.9.17 Read a variety of literary and *content prose, including selections from American, British, and/or world literature.* R.10.9.18 Recognize the influence of historical context on the form, style, and *point of view* of a written work R.10.9.19 Identify the characteristics that distinguish literary forms from different cultures R.10.9.20 Identify and define literary terms R.10.9.21 Explain the relationship between the author's *style* and literary effect	R.10.10.19 Read a variety of literary and *content prose including selections from American, British,and/or world literature.* R.10.10.20 Explain the influence of historical context on the form, *style*, and *point of view* of a written work R.10.10.21 Explain similarities and differences of techniques and literary forms represented in the literature of different cultures R.10.10.22 Use literary terms to discuss a work R.10.10.23 Recognize the impact of diction, imagery, *style*, and figurative language on *tone*, mood, and theme, using literary terminology	R.10.11.18 Reads a variety of literary and *content prose including selections from American, British, and/or world literature.* R.10.11.19 Analyze the influence of historical context on the form, *style*, and *point of view* of written works such as foundational U.S. documents R.10.11.20 Describe literary contributions of various cultures R.10.11.21 Use literary terms to critique a work R.10.11.22 Analyze the impact of diction, imagery, *style*, and figurative	R.10.12.17 Read a variety of literary and *content prose including selections from American, British, and/or world literature.* R.10.12.18 Evaluate the influence of historical context on the form, *style*, and *point of view* of written works from history or literature R.10.12.19 Compare and contrast the literary contributions of various cultures R.10.12.20 Evaluate an author's use of *literary device*s R.10.12.21 Evaluate the impact of diction, imagery, *style*, and

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of Text*

Students shall read, examine, and respond to a wide range of texts.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	R.10.9.22 Identify literary elements such as setting, plot, theme, characterization, and narration in a work R.10.9.23 Explain the use of verbal irony, dramatic irony, and situational irony	R.10.10.24 Identify and explain literary elements such as setting, plot, theme, characterization, and narration in a work R.10.10.25 Analyze the use of irony in a text	language on *tone*, mood, and theme using literary terminology R.10.11.23 Analyze literary elements such as setting, plot, theme, characterization, and narration in a work R.10.11.24 Analyze the impact of irony on a text R.10.11.25 Analyze several of an author's works that deal with a single issue R.10.11.26 Evaluate the credibility of an author's argument or defense	figurative language on *tone*, mood, and theme using literary terminology. R.10.12.22 Evaluate the significance of literary elements such as setting, plot, theme, characterization, and narration in a work R.10.12.23 Evaluate the impact of irony on text R.10.12.24 Analyze several of an author's works that deal with a single issue R.10.12.25 Evaluate the credibility of an author's argument or defense

Key: *R.10.9.6=Reading. Standard 10.Ninth Grade.6th Student Learning Expectation*

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Word study and vocabulary	R.11.9.1 Demonstrate appropriate vocabulary usage R.11.9.2 Use context clues, roots, prefixes, suffixes, and cognates to determine meanings R.11.9.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage of words R.11.9.4 Distinguish between connation and denotation	R.11.10.1 Demonstrate appropriate vocabulary usage R.11.10.2 Use context clues, Greek and Latin roots, prefixes, suffixes, and cognates to determine meanings R.11.10.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to apply precise meaning and usage of words R.11.10.4 Communicate the connotative power of words	R.11.11.1 Recognize and apply specialized vocabulary R.11.11.2 Analyze roots and word parts to draw inferences about meaning R.11.11.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and uses of words R.11.11.4 Analyze the connotative power of words	R.11.12.1 Recognize and apply specialized vocabulary R.11.12.2 Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences R.11.12.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to facilitate and extend learning R.11.12.4 Interpret the connotative power of words

Key: *R.11.9.4=Reading. Standard 11. Ninth Grade. 4th Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to apply logic to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
Accessing information	IR.12.9.1 Generate open-ended questions to select a topic IR.12.9.2 Establish a focus for research, and design a research plan to answer a specific question IR.12.9.3 Determine the purpose of using different research tools to access multiple sources IR.12.9.4 Use a variety of electronic sources to access information	IR.12.10.1 Generate open-ended questions to explore and select a topic IR.12.10.2 Establish a focus for research, and design a research plan to answer a set of questions IR.12.10.3 Utilize a variety of research tools to access multiple sources IR.12.10.4 Use key words to search a database to find specific information	IR.12.11.1 Formulate original, open-ended questions to explore, narrow, and select a topic IR.12.11.2 Establish a focus for research, and design a research plan to answer a specific question or defend a position IR.12.11.3 Access multiple sources, using a variety of research tools	IR.12.12.1 Formulate original, open-ended questions to explore, narrow, and select a topic IR.12.12.2 Establish a focus for research, and design a research plan to defend a position or prove/disprove a hypothesis IR.12.12.3 Access and evaluate multiple sources, using a variety of research tools
Evaluating credibility and identifying relevant information	IR.12.9.5 Assess the credibility of authors and reliability of sources and information gathered from Web sites (e.g., author credentials, author biases, copyright dates, etc.), distinguishing between fact and opinion IR.12.9.6 Identify methods used to	IR.12.10.5 Determine the credibility and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.) IR.12.10.6 Compare methods to verify the accuracy and usefulness of information by recognizing the	IR.12.11.4 Compare the credibility of authors and reliability of sources for strengths and limitations (e.g., analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions)	IR.12.12.4 Evaluate the credibility of authors and reliability of sources with further emphasis on sources' strengths and limitations IR.12.12.5 Evaluate methods to verify

Key: *IR.12.10.2=Inquiring/Researching. Standard 12.Tenth Grade. 2nd Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to apply logic to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	verify the accuracy and usefulness of information IR.12.9.7 Distinguish between *primary* and *secondary sources* IR.12.9.8 Define plagiarism and cite quoted sources to avoid plagiarism IR.12.9.9 Differentiate among paraphrasing, summarizing, critiquing, and plagiarizing	use or abuse of ambiguity, contradiction, paradox, irony, incongruencies, and /or overstatement/understatement in multiple texts IR.12.10.7 Summarize and critiquesources to evaluate their usefulness and accuracy IR.12.10.8 Apply research skills to collect a variety of *primary* and/or *secondary sources* IR.12.10.9 Paraphrase and/or summarize information to avoid plagiarism	IR.12.11.5 Analyze methods to verify the accuracy and usefulness of information by explaining the effect of ambiguity, contradiction, paradox, irony, incongruencies, and/or overstatement/understatement on the reader IR.12.11.6 Summarize and critique sources to evaluate their usefulness and accuracy IR.12.11.7 Compile and organize information from a variety of relevant *primary* and *secondary sources* IR.12.11.8 Interpret the meaning and consequences of plagiarism	the accuracy and usefulness of information IR.12.12.6 Synthesize information from multiple *primary* and *secondary sources* (informational, technical, and/or literary) IR.12.12.7 Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism
Interpreting and presenting information	IR.12.9.10 Organize information and use a style manual such as MLA or APA to create • Note cards • Formal outline • Works cited page	IR.12.10.10 Organize information and use a style manual such as MLA or APA to create • Note cards • Formal outline • Works cited page or	IR.12.11.9 Organize information and use a style manual such as MLA or APA to create • Note cards or other note taking forms • Formal outline	IR.12.12.8 Organize information and use a style manual such as MLA or APA to create • Note cards or other note taking forms • Formal outline

Key: *IR.12.10.2=Inquiring/Researching. Standard 12.Tenth Grade. 2nd Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to apply logic to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	or resource sheet • Thesis statement within a prescribed time frame and/or length requirements as appropriate IR.12.9.11 Summarize, paraphrase, and/or quote relevant information IR.12.9.12 Create research products such as • Oral *presentations* • Reports • Essays that structure ideas in a sustained and logical fashion	resource sheet • Thesis statement • Parenthetical citations within text IR.12.10.11 Summarize, paraphrase, and/or quote relevant information IR.12.10.12 Create research products such as • Oral *presentations* • Reports • Essays that structure ideas in a sustained and logical fashion	• Works cited page or resource sheet • Thesis statement • Parenthetical citations within text • Title page or style heading IR.12.11.10 Summarize, paraphrase, and/or quote relevant information IR.12.11.11 Create a formal research paper, synthesizing multiple primary and secondary sources, that includes: ○ Evidence in support of a clear thesis statement and related claims ○ Paraphrasing and summarizing with accuracy and fidelity to the range of arugments and evidence supporting or refuting the thesis, as appropriate ○ Quotations, paraphrases, and	• Works cited page or resource sheet • Thesis statement • Parenthetical citations within text • Title page or style heading IR.12.12.9 Summarize, paraphrase, and/or quote relevant information IR.12.12.10 Create an extendedformal research paper synthesizing multiple primary and secondary sources and providing clear and effective conclusions

***Key:** IR.12.10.2=Inquiring/Researching. Standard 12.Tenth Grade. 2nd Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to apply logic to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
			other information correctly cited and documented using a standard format ○ Provides clear and effective conclusions	

Key: *IR.12.10.2=Inquiring/Researching. Standard 12.Tenth Grade. 2nd Student Learning Expectation*

English Language Arts Curriculum Framework
Components identified in boxes

Standards

Oral and Visual Communications	
1. Speaking	Students ...ress ideas and to present information.
2. Listening	Students ...rmal settings to facilitate communication.
3.Media Literacy	Students shall demonstrate knowledge and understanding of media as a mode of communication.
Writing	
4. Process	Students shall employ a wide range of strategies as they write, using the writing process appropriately.
5. Purpose, Topics	Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
6.	Students shall apply knowledge of Standard English conventions in written work.
7.	Students shall develop personal style and voice as they approach the craftsmanship of writing.
Reading	
8.Foundations of Reading	Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation f...
9. Comprehension	Students shall apply a variety of strategies to ...
10. Variety of text	Students shall read, examine, and respond to ...
11. Vocabulary, Word Study and Fluency	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Inquiring/Researching	
12. Research/Inquiry Process	Students shall engage in inquiry and research to apply logic to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

4 Strands: OV, W, R, IR

12 Standards

12 Standard Statements

Statement of Expectation

	Grade 9	Grade 10	Grade 11	Grade 12
Prewriting Conceptual Organizer	W.4.9.1 Generate, gather, and organize ideas for writing W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration	W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description	W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition	W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion
Drafting	W.4.9.3 Communicate clearly the purpose of the writing W.4.9.4 Write clear and varied sentences W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.9.6 Adapt content vocabulary, *voice*, and *tone* to audience, purpose, and situation W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition	W.4.10.2 Communicate clearly the purpose of the writing W.4.10.3 Write clear and varied sentences W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.10.5 Adapt content vocabulary, *voice* and *tone* to audience, purpose, and situation W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition	W.4.11.2 Communicate clearly the purpose of the writing W.4.11.3 Write clear and varied sentences W.4.11.4 Elaborate ideas clearly and accurately t… vivid descri… information Student Learner Expectation (SLE) W.4.11.5 Adapt content vocabulary, *voice*, and *tone* to audience, purpose, and situation W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition	W.4.12.2 Communicate clearly the purpose of the writing W.4.12.3 Write clear and varied sentences W.4.12.4 Elaborate ideas clearly and …hrough word … description, and …ormation W.4.12.5 Adapt content vocabulary, *voice*, and *tone* to audience, purpose, and situation W.4.12.6 Arrange paragraphs into a logical progression with appropriate transition

Glossary

Acrostics	A kind of word puzzle sometimes used as a teaching tool in vocabulary development in which lines of verse or prose are arranged so that words, phrases, or sentences are formed when certain letters from each line are used in a certain sequence
Alliteration	The repetition of initial consonant sounds in closely positioned words or stressed syllables for aural effect
Anaphora	The deliberate repetition of a word or phrase usually at the beginning of several successive verses, clauses, or paragraphs; for example, "*We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills*" (Winston S. Churchill).
Archetype	A symbol, theme, setting, or character-type that recurs in different times and places in literature so frequently or prominently as to suggest that it embodies some essential element of "universal" human experience, such as *Frankenstein*, *Dracula*, and *Dr. Jekyll and Mr. Hyde*, the archetypes that have influenced horror stories.
Assonance	The repetition in words of identical or similar vowel sounds in closely positioned words, as */a/* in the *mad hatter*, for aural effect
Chiasmus	An inversion of the order of words or phrases, when repeated or subsequently referred to in a sentence. I.e. One should eat to live not live to eat.
Cinquain	A five-line stanza of syllabic verse. The five lines have, respectively, two, four, six, eight, and two syllables.
Closed syllable	A syllable ending with one or more consonants
Commentary information	Student writer's interpretations and inferences supported with concrete information
Concrete information	Factual material from the text
Content prose (text)	**Non-fiction p**rose selections taken from across the curriculum
Couplet	A pair of rhyming verse lines, especially lines of the same length
Descriptive writing	Provides details about an object, place, or person purposefully to make the experience depicted come alive for the reader
Diamantes	Poetry arranged in a diamond pattern using seven lines in the following manner: line 1, one word subject (noun); line 2, two adjectives describing line 1 noun; line 3, three participles ending in -ing or -ed to describe line I noun; line 4, four words - two related to the noun in line 1 and two related to the noun in line 7 (they may be arranged concurrently or alternately, as the originator of the poem wishes); line 5, three participles ending in -ing or -ed to

	describe line 7 noun; line 6, two adjectives describing line 7 noun; line 7, one word growing out of or opposite to line 1 noun (another noun)
Digraph	Two letters that represent one speech sound, such as *ch* for */ch/* in *chin* or *ea* for */e/* in *bread*
Discourse	Purposeful communication between people
Disinformation	Deliberately misleading information announced publicly or leaked by a government or especially by an intelligence agency for the purpose of influencing public opinion or the government in another nation: "*He would be the unconscious channel for a piece of disinformation aimed at another country's intelligence service*" (Ken Follett).
Embedding	Process of combining sentence in which one clause or phrase is contained inside another
Evaluation	Judgment of performance as process or product or change
Expository text/writing	One of the four traditional forms of composition in speech and writing (expository, narrative, descriptive, and persuasive), intended to set forth or explain
Fallacies	Errors in directions or mistakes in logic
Fluency	The clear, rapid, and easy expression of ideas in reading, writing, or speaking: movements that flow smoothly, easily, and readily
Focused freewriting	Freewriting that is restricted by time or topic
Free verse	Verse with an irregular metrical pattern and line length
Freewriting	Writing that is unrestricted in form, style, content and purpose; a technique designed to aid the student-writer in finding a personal voice through uninhibited expression
Genre	A form or style of writing, such as narrative (a story), informative (a report), or functional (instructions)
Homographs	Words that are spelled the same but may sound different and have different meanings, such as *minute* (a minute of time) and *minute* (very small)
Homonyms	Words that sound the same and have the same spelling but have different meanings, such as *table* (a piece of furniture) and *table* (a list of information)
Homophones	Words that sound the same but are spelled differently and have different meanings, such as *hear* and *here*

Infographics	Information conveyed by graphic elements, including charts, graphs, etc., often contained in print media
Inversion	An interchange of position of adjacent objects in a sequence, especially a change in normal word order, such as the placement of a verb before its subject
Kinds of sentences	Declarative—makes a statement or expresses and opinion and ends with a period; imperative—makes a request or gives a command and ends with either a period or an exclamation point; exclamatory—expresses strong feeling and ends with an exclamation point; interrogative—asks a question and ends with a question mark
Limericks	A fixed form of light verse of five lines with a rhyme scheme of *aabba* and specific meter, used exclusively for humorous or nonsense verse
Literary device	An all-purpose term used to describe any literary technique deliberately used to achieve a specific effect
Literary prose	Novels, short stories, essays, etc. taken from American, British, and/or world literature.
Logic	The study of criteria for the evaluation of arguments, such as ethical appeal, emotional appeal, and logical appeal
Mechanics	Includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are capitalization, punctuation, formatting, and spelling.
Mode of writing	The major types of written discourse: persuasive, expository, narrative; descriptive
Narrative	Text in any form (print, oral, or visual) that recounts events or tells a story
Nonprint text	Any text that creates meaning through sounds or images or both, such as photographs, drawings, collages, films, videos, computer graphics, speeches, oral poems and tales, and songs
Onset	The consonants preceding the vowel of a syllable, as */str/* in *strip* and */c/* in *cat*
Organizational structure	Compare/contrast, analyze cause/effect, chronological order, inference, and evaluation
Persona	An assumed identity or fictional "I" assumed by a writer in a literary work; thus the speaker or narrator
Personal voice	In writing, the distinctive way in which the writer expresses ideas with respect to style, form, content, purpose, etc; author's voice
Phoneme	The smallest units of sound in a given language (The phonemes in the words are not always the same as the letters in a word. In the word *dog*, there are three phonemes [d-o-g] and three letters. In the word *snow*, there are three phonemes [s-n-o] but four letters.)

Phonics	A term generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one or more sounds (or phonemes).
Point of view	The angle of vision from which a story is told; the four basic points of view are 1) *omniscient* –the author tells the story, using third person, and knows all and is free to tell anything, including what other characters think and feel and why they act as they do; 2) *limited omniscient*—the author tells the story, using third person, but limits himself to a complete knowledge of one character and tells only what that one character thinks, feels, see, or hears; 3) *first person*—the story is told by one of the characters, using first person; 4) *objective (or dramatic)*—the author tells the story, using third person, but is limited to reporting what his characters say or do and does not interpret their behavior or tell their thoughts or feelings
Portfolio	A systematic and purpose collection of a variety of materials related to student learning. Rather than an archive of all the student's work throughout the year, a portfolio can serve as both an instructional and an assessment tool. The essential contents of both instructional and assessment portfolios are samples of student performance in important learning activities, student, teacher, and parent reflections on those samples, and any other relevant information that documents a student's developmental status and progress over time.
Practical texts	Informational and technical textsuseful in everyday applications, including manuals, handbooks, warranties, etc.
Presentation	May be oral, written, graphic, or musical and include art, music, writing
Pre-writing activities	List, survey, read, discuss, freewrite (focused/unfocused), learning and reading log, gather data, conduct experiments, debate, interview, observe, use visual aids including mapping, webbing, and formal outlining to gather and organize material for writing
Primary sources	Firsthand information, including memoirs, interviews, letters, and public documents
Prose	The ordinary language of men in speaking or writing; language not cast in poetical measure or rhythm; distinguished from verse or metrical composition. *I speak in prose, and let him rymes make*. --Chaucer.
Quatrain	A stanza or poem of four lines, rhymed or unrhymed
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Rhetorical strategies	Plans used in arranging writing tasks or compositions, including comparison/contrast, narration, description, process analysis, etc.

Rime	A vowel and any following consonants of a syllable, such as */ack/* in *black* (Not all words or syllables have an onset, but they all have a rime. *Out* is a rime without an onset.)
Rubric	A scoring guide used to evaluate the quality of a student performance; typically, a rubric lists criteria that describe levels of proficiency on a task
Secondary sources	Works that have been collected, interpreted, or published by someone other than the original source
Sentence formation	Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts. Features of this writing domain are completeness, absence of fused sentences, expansion through standard coordination and modifiers, embedding through standard subordination and modifiers, and standard word order.
Sentence Patterns	S-V= Subject + Verb S-V-DO= Subject + Verb + Direct Object S-V-IO-DO= Subject + Verb + Indirect Object + Direct Object S-LV-PN = Subject + Linking Verb + Predicate Nominative S-LV-PA = Subject + Linking Verb + Predicate Adjective
Sentence Types	*see **Types of Sentences**
Socratic discourse	A technique in which a teacher does not give information directly but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge
Sound devices	Words with meanings or functions that are indicated by their pronunciation, including onomatopoeia, alliteration, consonance, etc.
Style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme
Syntax	The rules by which words are combined to form grammatically correct sentences (i.e., plurals, future tense, etc.); the study of how sentences are formed and the grammatical rules that govern their formation
Text Features	Format, italics, headings, sub-headings, graphics, sequence, diagrams, illustrations
Tone	The implied attitude toward the subject matter or audience of a text that readers may infer from the text's language, imagery, and structure

Types of sentences	Simple—consists of one independent clause; compound—consists of two or more independent clauses; complex—consists of one independent clause and one or more dependent (subordinate) clauses; compound-complex—consists of tow or more independent clauses and one or more dependent (subordinate) clauses
Usage	Comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are standard inflections, agreement, word meaning, and conventions.
Verbals	Forms of a verb that are used as other parts of speech. Three types of verbals are infinitives, gerunds, and participles.
Visual aids	Presentational tools that appeal to the sight and are used for illustration and demonstration
Visualization	The process or result of mentally picturing objects or events that are normally experienced directly
Voice	*see **Personal voice**
Writing process	The many aspects of the complex act of producing a written communication, specifically, planning, drafting, revising, editing, and publishing

English Language Arts Curriculum Framework Revision Committee

Sylvia Allen --North Little Rock High School
Dr. Linda Arnold --University of Central Arkansas
Judy Brewer --Hazen High School
Verdell Bunting –North Little Rock Indian Hills Elementary School
Glenetta Burks --Warren Junior High School
Melissa Carson --Texarkana/ North Heights Junior High School
Shawna Childs --Arkadelphia/ Perritt Primary School
Connie Choate --Wilbur D. Mills Education Service Cooperative
Debbie Coffman --Pocahontas School District
Sue Collison --Bald Knob High School
Joanne Coogan --Mena School District
Vicki Crabtree --Lake Hamilton Elementary School
Jane Dearworth --Arkansas Department of Education
Kim Douglass –North Little Rock Seventh Street Elementary School
Connie Echols --Nashville High School
Shannon Edmonson --Valley Springs Highs School
Becky Fawcett --Horatio Elementary School
Shirley Ferguson –Little Rock McClellan High School
Sue Pennington --Newport Castleberry Elementary School
Dee Post --El Dorado High School
Betty Rains --Greene County Tech High School
Nancy Robbins --Fort Smith School District
Sharon Rogers --Cabot High School
Blanche Sanders --Arkansas Northeastern College
Ramona Smith --Warren High School
Tanya Stewart --Mountain View Elementary School
Karen Thompson --Alma Middle School
Sandra Thompson --DeQueen Elementary School
Becky Gibson --Fouke Middle School
Grimsley Graham --Rogers High School
Rhonda Gray –Fort Smith Kimmons Junior High School
Natalie Gunter --West Memphis/ Wedlock Elementary School
Tim Haralson --Dardanelle Elementary School
April Herrin --Harrison Woodland Heights Elementary School
Angie Hynum --Brinkley High School
Rance King --Harrison High School
Lisa Lewis –Little Rock Pulaski Heights Middle School
Lori Loggains --Mountain Home Herron Elementary School
Carol Massey --Leslie School District
Brenda Matthews --Hot Springs Park Magnet School
Phil Mizanin --Springdale Central Junior High School
Lois Moore –Pul. Co. Spec. Sch. Dist. Northwood Middle School
Lisa Morrow --Biggers-Reyno Elementary School
Beth Neel --Bismarck School District
Glenda Nugent --Arkansas Department of Education
Frances O'Dea --West Memphis West Junior
Lisa Toney –Pul. Co. Spec. Sch. Dist. Robinson Elementary School
Krista Underwood --Little Rock/IRC
Patricia Vick –Pul. Co. Spec. Sch. Dist. Cato Elementary School
Linda Wallis --Sloan-Hendrix Elementary School
Carla Walton --DeWitt Southside Elementary School
Dr. Miles Watson --Searcy High School
Jeff Whitlow –Pul. Co. Spec. Sch. Dist. Robinson Elementary School
Donna Wintory --Fort Smith Euper Lane Elementary School
Annie Witcher --Magnolia East-West Elementary School
Pam Wood --Bruno-Pyatt Elementary School
Pamela Wooley --Bismarck Elementary School

Algebra I

Mathematics Curriculum Framework

Amended 2006

Course Title: Algebra I
Course/Unit Credit: 1
Course Number:
Teacher Licensure: Secondary Mathematics
Grades: 9-12

Algebra I

These are the SLEs that must be mastered in Algebra I. Other algebraic properties should be taught to adequately prepare students for Geometry and Algebra II. Students should be able to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. The process of collecting and analyzing data should be embedded throughout this course. Appropriate technology and manipulatives should be used regularly for instruction and assessment. Students should be able to judge the meaning, utility, and reasonableness of the results of symbol manipulations, including those carried out by technology.

Strand	Standards
Language of Algebra	
	1. Students will develop the language of algebra including specialized vocabulary, symbols, and operations.
Solving Equations and Inequalities	
	2. Students will write, with and without appropriate technology, equivalent forms of equations, inequalities and systems of equations and solve with fluency.
Linear Functions	
	3. Students will analyze functions by investigating rates of change, intercepts, and zeros.
Non-linear Functions	
	4. Students will compare the properties in the family of functions.
Data Interpretation and Probability	
	5. Students will compare various methods of reporting data to make inferences or predictions.

Language of Algebra

Content Standard 1. Students will develop the language of algebra including specialized vocabulary, symbols, and operations.

LA.1.AI.1	Evaluate *algebraic expressions*, including radicals, by applying the order of operations
LA.1.AI.2	Translate word phrases and sentences into *expressions, equations*, and *inequalities*, and vice versa
LA.1.AI.3	Apply the laws of (integral) *exponents and roots.*
LA.1.AI.4	Solve problems involving *scientific notation, including multiplication and division.*
LA.1.AI.5	Perform *polynomial* operations (addition, subtraction, multiplication) with and without manipulatives
LA.1.AI.6	Simplify *algebraic fractions* by *factoring*
LA.1.AI.7	Recognize when an expression is undefined
LA.1.AI.8	Simplify *radical expressions* such as $\frac{3}{\sqrt{7}}$
LA.1.AI.9	Add, subtract, and multiply simple radical expressions like $3\sqrt{20} + 7\sqrt{5}$ and $4\sqrt{5} * 2\sqrt{3}$

Key: LA.1.A1.1 = Language of Algebra. Standard 1. Algebra I. 1st Student Learning Expectation

Content Standard 2. Students will write, with and without appropriate technology equivalent forms of equations, inequalities, and systems of equations and solve with fluency.

SEI.2.AI.1	Solve multi-step equations and inequalities with rational *coefficients* • numerically (from a table or guess and check) • algebraically (including the use of manipulatives) • graphically • technologically
SEI.2.AI.2	Solve systems of two linear equations • numerically (from a table or guess and check) • algebraically (including the use of manipulatives) • graphically • technologically
SEI.2.AI.3	Solve linear *formulas* and *literal equations* for a specified *variable* (Ex. Solve for p in I = prt.)
SEI.2.AI.4	Solve and graph simple *absolute value equations* and *inequalities* (Ex. $\|x\| = 5$, $\|x\| \leq 5$, $\|x\| > 5$)
SEI.2.AI.5	Solve real world problems that involve a combination of rates, *proportions* and percents
SEI.2.AI.6	Solve problems involving *direct variation* and indirect *(inverse) variation* to model rates of change
SEI.2.AI.7	Use coordinate geometry to represent and/or solve problems (midpoint, length of a line segment, and *Pythagorean Theorem*)
SEI.2.AI.8	Communicate real world problems graphically, algebraically, numerically and verbally

Key: SEI.2.A1.1 = Solving Equation and Inequalities. Standard 2. Algebra I. 1st Student Learning Expectation

Linear Functions

Content Standard 3. Students will analyze functions by investigating rates of change, intercepts, and zeros.

LF.3.AI.1	Distinguish between *functions* and non-functions/*relations* by inspecting graphs, ordered pairs, *mapping diagrams* and/or *tables* of data
LF.3.AI.2	Determine *domain* and *range* of a relation from an algebraic expression, graphs, set of ordered pairs, or table of data
LF.3.AI.3	Know and/or use *function notation*, including evaluating functions for given values in their domain
LF.3.AI.4	Identify *independent variables* and *dependent variables* in various representational modes: words, symbols, and/or graphs
LF.3.AI.5	Interpret the rate of change/*slope* and intercepts within the context of everyday life (Ex. telephone charges based on base rate (*y-intercept*) plus rate per minute (slope))
LF.3.AI.6	Calculate the slope given • two points • the graph of a line • the equation of a line
LF.3.AI.7	Determine by using slope whether a pair of lines are parallel, perpendicular, or neither
LF.3.AI.8	Write an equation in *slope-intercept, point-slope, and standard* forms given • two points • a point and y-intercept • *x-intercept* and y-intercept • a point and slope • a table of data • the graph of a line
LF.3.AI.9	Describe the effects of parameter changes, slope and/or y-intercept, on graphs of linear functions and vice versa

Key: LF.3.A1.1 = Linear Functions. Standard 3. Algebra I. 1st Student Learning Expectation

Non-linear Functions

Content Standard 4. Students will compare the properties in the family of functions.

NLF.4.AI.1	Factoring polynomials • greatest common factor • *binomials* (difference of squares) • *trinomials*
NLF.4.AI.2	Determine *minimum, maximum, vertex*, and *zeros*, given the graph
NLF.4.AI.3	Solve *quadratic equations* using the appropriate methods with and without technology • *factoring* • *quadratic formula* with real number solutions
NLF.4.AI.4	Recognize function families and their connections including *vertical shift* and *reflection* over the *x-axis* • quadratics (degree 1) • *absolute value* • *exponential functions*
NLF.4.AI.5	Communicate real world problems graphically, algebraically, numerically and verbally

Key: NLF.4.A1.1 = Non-linear Functions. Standard 4. Algebra I. 1st Student Learning Expectation

Data Interpretation and Probability

Content Standard 5 Students will compare various methods of reporting data to make inferences or predictions.

DIP.5.AI.1	Construct and use *scatter plots* and *line of best fit* to make *inferences* in real life situations
DIP.5.AI.2	Use simple matrices in addition, subtraction, and scalar multiplication
DIP.5.A1.3	Construct simple matrices for real life situations
DIP.5.AI.4	Determine the effects of changes in the data set on the measures of *central tendency*
DIP.5.AI.5	Explain how sampling methods, bias, and phrasing of questions in data collection impact the conclusions.
DIP.5.AI.6	Use two or more graphs (i.e., *box-and- whisker, histograms, scatter plots)* to compare *data* sets
DIP.5.AI.7	Construct and interpret a cumulative frequency *histogram* in real life situations
DIP.5.AI.8	Compute simple *probability* with and without replacement
DIP.5.AI.9	Recognize patterns using *explicitly* defined and *recursively* defined linear functions
DIP.5.AI.10	Communicate real world problems graphically, algebraically, numerically and verbally
DIP.5.AI.11	Recognize when arguments based on data confuse correlation with causation
DIP.5.AI.12	Recognize *linear functions* and non-linear functions by using a table or a graph

Key: DIP.5.A1.1 = Data Interpretation and Probability. Standard 5. Algebra I. 1st Student Learning Expectation

Absolute value	A number's distance from zero on a number line (The absolute value of –4 is 4; the absolute value of 4 is 4.)
Absolute value equation	Equation whose graph forms a V that opens up or down.
Absolute value inequality	Inequalities involving absolute value
Additive inverse	The opposite of a number (The additive inverse of 3 is –3. The sum of a number and its additive inverse is zero.)
Algebra	A generalization of arithmetic in which symbols represent members of a specified set of numbers and are related by operations that hold for all numbers in the set
Algebraic expression	An expression that contains a variable Ex. X – 2
Algebraic fraction	A fraction that contains a variable
Algorithms	A mechanical procedure for performing a given calculation or solving a problem through step-by-step procedures such as those used in long division
Array	A rectangular arrangement of objects in rows and columns
Associative Property	If three are more numbers are added or multiplied, the numbers can be regrouped without changing the results. Ex. 4 + (6 + 5) = (4 + 6) + 5
Axis	Either of two number lines used to form a coordinate grid
Bar graph	A graph in which horizontal or vertical bars represent data
Binomial	An expression consisting of two terms connected by a plus or minus sign, such as 4a + 6
Box-and-whisker plot	A graphic method for showing a summary of data using median, quartiles, and extremes of data (A box-and-whisker plot makes it easy to see where the data are spread out and where they are concentrated. The longer the box, the more the data are spread out.)
Central tendencies	A single number that is used to describe a set of numbers (Ex. mean, median, mode, etc.)
Chance	The probability of an outcome in an uncertain event (Ex. In tossing a coin, there is an equal chance of getting heads or tails.)
Coefficient	The numerical factor when a term has a variable (Ex. In the expression 3x + 2y = 16, 2 and 3 are coefficients.)
Commutative Property	If two numbers are added or multiplied, the operations can be done in any order. Ex. 4 x 5 = 5 x 4
Composite number	Any integer that is not a prime number (evenly divisible by numbers other than one and itself)
Consecutive	Following one another in an uninterrupted order (Ex. 6, 7, 8, and 9 are consecutive numbers.)
Constant	In an algebraic expression, the number without the variable (Ex. In the expression 2x + 5, 5 is the constant.)
Coordinate	A set of numbers that locates the position of a point usually represented by (x, y) values

Coordinate system/Cartesian Plane	A method of locating points in the plane or in space by means of numbers (A point in a plane can be located by its distances from both a horizontal and a vertical line called the axes. The horizontal line is called the x-axis. The vertical line is called the y-axis. The pairs of numbers are called ordered pairs. The first number, called the x-coordinate, designates the distance along the horizontal axis. The second number, called the y-coordinate, designates the distance along the vertical axis. The point at which the two axes intersect has the coordinates (0,0) and is called the origin.)
Data	Information gathered by observation, questioning, or measurement
Dependent variable	A variable that provides the output values of a function
Difference	The result of subtraction
Direct variation	A linear function of the form $y = kx$, where k is the constant of variation and k is not equal to zero
Distributive Property	A property that relates two operations on numbers, usually multiplication and addition, or multiplication and subtraction Ex. $a(x + y) = ax + ay$
Domain	The set of all first coordinates from the ordered pairs of a relation
Equation	A mathematical sentence containing an equal sign
Explicit equation	An equation that relates the inputs to the outputs
Exponent	A number showing how many times the base is used as a factor Ex. $3^2 = 3 \times 3$ or 9
Exponential Function	A function in the form of $f(x) = a^x$, where x is a real number, and a is positive and not 1
Expression	A mathematical statement that does not contain an equal sign
Extrapolate	To extend and estimate data based on given information
Factor	Any numbers multiplied by another number to produce a product
Factoring	A method used to solve a quadratic equation that requires using the zero product property (Factoring is a process of rewriting a number or expression as product of two or more numbers or expressions.)
Formulas	Specific equations giving rules for relationships between quantities
Function	A relation in which each member of the domain is paired with one, and only one, member of the range
Function Notation	To write a rule in function notation, you use the symbol f(x) in place of y. (Ex. $f(x) = 3x - 8$ is in functional notation.)
Graph of a function	A pictorial way to display a function
Histogram	A graphic representation of the frequency distribution of a continuous variable (Rectangles are drawn in such a way that their bars lie on a linear scale representing different intervals (bin width), and their heights are proportional to the frequencies of the values within each of the intervals.)
Independent variable	A variable that provides the input values of a function
Inequality	A mathematical statement that one quantity is less than (<) or greater than (>) another

Inference	Reasoning from data, premises, graphs, and incomplete and inconsistent sources to from sensible conclusions
Integers	The set of whole numbers and their opposites
Interest	Amount paid for the use of money
Interpolate	To interpret and estimate data between given values
Irrational numbers	Real numbers that cannot be expressed in the form a/b (a fraction) where a and b are integers
Inverse variation	A function that can be written in the form $xy = k$ or $y = k/x$ (The product of the quantities remains constant, so as one quantity increases, the other decreases.)
Linear function	A function that has a constant rate of change and can be modeled by a straight line
Line graph	A means of displaying statistical information by connecting graphs of ordered pairs to show changes in quantities
Line of best fit	The most accurate trend line on a scatter plot showing the relationship between two sets of data
Lines	A set of points (x, y) that satisfy the equation $ax + by + c = 0$ where a and b are not both zero
Literal equation	An equation involving two or more variables
Mapping diagram	A diagram that maps an input value to an output value to determine whether a relation is a function (See diagram)
Matrices	Ordered tables or listings of numerical data
Maximum	The greatest value of the function if is has such an extreme value
Mean	The sum of a set of numbers divided by the number of numbers in that set
Median	In a list of data ordered from least to greatest or greatest to least, the middle number or the average of the middle two numbers
Minimum	The least value of the function if is has such an extreme value
Mode	In a list of data, the number or item occurring most frequently
Monomial	An expression that is a number, a variable, or a product of a number and variable (Ex. 7, x and 8xy are all monomials.)
Natural Numbers	One of the numbers 1, 2, 3, 4… also called counting numbers
Number sense	The ability of the learner to make logical connections between new information and previously acquired knowledge to understand the meanings, relationships, and magnitudes of numbers and common measurements
Number Theory	Concepts of numbers such as prime, composite, squares, factors and multiples
Parabola	The graph of a quadratic function
Patterns	Repeated sequences
Perfect Square Trinomial	Any trinomial in the form $a^2 + 2ab + b^2$
Point slope form	A linear equation of a non-vertical line written as $y - y_1 = m(x - x_1)$
Polynomial	In algebra, a n expression consisting of two or more terms (Ex. $x^2 - 2xy + y^2$)
Powers	Numbers that can be expressed using exponents
Prime Numbers	A whole number greater than one having exactly two distinct factors, one and itself
Probability	How likely it is that an event will occur (Written formally as P(event))

Proportion	An equation that states that two ratios are equal
Pythagorean Theorem	In a right triangle, the sum of the squares of the length of the legs is equal to the square of the length of the hypotenuse. Ex. $a^2 + b^2 = c^2$
Quadratic formula	The solutions of a quadratic equation of the form $ax^2 + bx + c = 0$ where $a \neq 0$ are given by the quadratic formula which is $x = \frac{- b \pm \sqrt{b^2 - 4ac}}{2a}$
Quadratic function	A function that has an equation of the form $y = Ax^2 + Bx + C$ where 'A' does not equal 0
Radicals	A radical symbol ($\sqrt{}$) and its radicand
Radical Equation	An equation that has a variable in a radicand
Radical expression	An expression with a radical in it
Radicand	An expression under the radical sign
Range	The set of all the second coordinates from the set of ordered pairs of a relation
Range (statistics)	The difference between the greatest and least numbers in a set of numerical data
Ratio	A comparison of two numbers, represented in one of the following ways: 2 to 5, 2 out of 5, 2:5, or 2/5
Rational Numbers	A number in the form of an a/b, where a and b are integers and b is not equal to zero
Real Roots	The zeros of an equation that occur at x-intercepts of the graph of the related function
Recursive function	A recursive formula has two parts: the value(s) of the first term(s), and a recursion equation that shows how to find each term from the term(s) before it
Reflection	Mirror image of a figure (Objects remain the same shape, but their positions change through a flip.)
Regression	Statistical technique that predicts the equation that best fits the data
Relation	A set of ordered pairs of data
Scale	The numeric ratio used to produce an enlarged or reduced drawing of a picture or an object
Scalar multiplication	Multiplication of a matrix by a constant (scalar)
Scatter plot	A graph of the points representing a collection of data
Scientific Notation	A means of expressing a number as a product of a number between one and ten and a power of ten Ex. $1100 = 1.1 \times 10^3$
Simultaneous (Systems) Equations	Pair of equations of the first degree upon which two different conditions are put on the same variables at the same time (Ex. Find two numbers whose sum is 7 and whose difference is 1. $x + y = 7$ and $x - y = 1$.)
Slope	The ratio of the vertical change to the horizontal change
Slope-intercept form	A linear equation in the form $y = mx + b$, where m is the slope of the graph of the equation and b is the y-intercept
Square root	That number which, when multiplied by itself, produces the given number (Ex. 5 is the square root of 25, because 5x5=25.)
Standard form of a linear equation	The form of a linear equation $Ax + By = C$ where A, B, and C are real numbers and A and C are not both zero (Ex. $6x - y = 12$)

Standard form of a polynomial	The form of a polynomial in which the degree of the terms decreases from left to right (descending order)
Stem-and-leaf display	A means of organizing data in which certain digits are uses as stems, and the remaining digits are leaves
Table	A display of data, usually arranged in rows and columns
Term	A number, variable, or the product or quotient of a number and one or more variables
Theoretical probabilities	Probabilities determined without performing an experiment
Unit rates	Any fixed amount, quantity, etc., used as a standard
Trinomial	An expression containing three terms connected by a plus or minus sign (Ex. $5x^2 + 3x - 6$)
Units of measure	Inches, meters, pounds, grams, etc.
Variable	A letter that can assume different values
Vertex	The maximum or minimum value of a parabola
Vertical Line Test	A method used to determine if a relation is a function or not (If a vertical line passes through a graph more than once, the graph is not the graph of a function.)
Vertical Shift	Movement of a graph up or down the y-axis
Whole numbers	The set of natural numbers and zero
X-axis	The horizontal axis of a coordinate plane
X-coordinate	The location on the x-axis of a point on the coordinate plane
X-intercept	The x-coordinate of the point where a line crosses the x-axis
Y-axis	The vertical axis of a coordinate plane
Y-coordinate	The location on the y-axis of a point on the coordinate plane
Y-intercept	The y-coordinate of the point where the line crosses the y-axis
Zeros	The x-intercepts of a quadratic equation that crosses the x-axis

Algebra II

Mathematics
Curriculum Framework

Amended 2006

Course Title: Algebra II
Course/Unit Credit: 1
Course Number:
Teacher Licensure: Secondary Mathematics
Grades: 9-12

ALGEBRA II

Algebra II is designed for students who have successfully completed Algebra I (or its equivalent). Algebra II will build on the basic concepts presented in Algebra I to encourage higher order thinking. Algebra II students will represent and analyze mathematical situations. The students will analyze and apply a variety of methods to model and graph linear and nonlinear equations and inequalities. Students will also use algebraic, graphical, and numerical methods for analysis of quadratic equations and functions and polynomials and rational functions. Exponential functions, logarithmic functions, data analysis, and probability will be explored in Algebra II. Arkansas teachers are responsible for integrating appropriate technology in the course work for Algebra II.

Strand	Standard
Relations and Functions	
	1. Students will represent and analyze mathematical situations and properties using patterns, relations, functions and algebraic symbols.
Linear and Absolute Value Equations and Inequalities	
	2. Students will analyze and apply various methods to model, graph and solve linear and absolute value equations and inequalities.
Quadratic Equations and Functions	
	3. Students will use algebraic, graphical, and numerical methods to analyze, compare, translate, and solve quadratic equations.
Polynomial and Rational Functions, Equations and Inequalities	
	4. Students will use algebraic, graphical, and numerical methods to analyze, compare, translate, and solve polynomial and rational equations.
Exponential and Logarithmic Functions	
	5. Students will graph exponential functions and relate them to logarithms. They will solve real world problems using exponential functions.
Data Analysis and Probability	
	6. Students will evaluate and interpret data, make predictions based on data, and apply basic understanding of probability to solve real world problems.

Relations and Functions

CONTENT STANDARD 1. Students will represent and analyze mathematical situations and properties using patterns, relations, functions and algebraic symbols.

RF.1.AII.1	Determine, with or without technology, the *domain* and *range* of a *relation* defined by a graph, a table of values, or a symbolic equation including those with restricted domains and whether a relation is a *function*
RF.1.AII.2	Evaluate, add, subtract, multiply, and divide *functions* and give appropriate domain and range restrictions
RF.1.AII.3	Determine the *inverse of a function* (Graph, with and without appropriate technology, functions and their inverses)
RF.1.AII.4	Analyze and report, with and without appropriate technology, the effect of changing coefficients, exponents, and other parameters on functions and their graphs (*linear*, *quadratic*, and higher degree polynomial)
RF.1.AII.5	Graph, with and without appropriate technology, functions defined as *piece-wise* and *step*
RF.1.AII.6	Recognize periodic phenomena (sine or cosine functions such as sound waves, length of daylight, circular motion)
RF.1.AII.7	Investigate and identify key characteristics of period functions and their graphs (period, amplitude, maximum, and minimum)
RF.1.AII.8	Use basic properties of frequency and amplitude to solve problems
RF.1.AII.9	Apply the concepts of functions to real world situations

Key: RF.1.AII.1 = Relations and Functions. Standard 1. Algebra II. 1st Student Learning Expectation

CONTENT STANDARD 2. Students will analyze and apply various methods to model, graph and solve linear and absolute value equations and inequalities.

LEI.2.AII.1	Solve, with and without appropriate technology, absolute value equations and inequalities written in one or two variables, and graph solutions.
LEI.2.AII.2	Solve, with and without appropriate technology, systems of linear equations with two variables and graph the solution set
LEI.2.AII.3	Develop and apply, with and without appropriate technology, the basic operations and properties of matrices (associative, commutative, identity, and inverse)
LEI.2.AII.4	Solve, with and without appropriate technology, systems of linear equations with three variables using algebraic methods, including matrices
LEI.2.AII.5	Apply, with or without technology, the concepts of linear and absolute value equations and inequalities and systems of linear equations and inequalities to model real world situations including *linear programming*

Key: LEI.2.AII.1 = Linear and Absolute Value Equations and Inequalities. Standard 2. Algebra II. 1st Student Learning Expectation

Quadratic Equations and Functions

CONTENT STANDARD 3: Students will use algebraic, graphical, and numerical methods to analyze, compare, translate, and solve quadratic equations.

QEF.3.AII.1	Perform computations with *radicals* • simplify radicals with different *indices* • add, subtract, multiply and divide radicals • *rationalize* denominators • solve equations that contain radicals or *radical expressions*
QEF.3.AII.2	Extend the number system to include the *complex numbers* • define the set of complex numbers • add, subtract, multiply, and divide complex numbers • rationalize denominators
QEF.3.AII.3	Analyze and solve quadratic equations with and without appropriate technology by • factoring • graphing • extracting the square root • *completing the square* • using the *quadratic formula*
QEF.3.AII.4	Derive the quadratic formula and use it to solve equations
QEF.3.AII.5	Develop and analyze, with and without appropriate technology, quadratic relations • graph a *parabolic* relationship when given its equation • write an equation when given its *roots* (*zeros* or solutions) or graph • determine the nature of the solutions graphically and by evaluating the *discriminant* • determine the *maximum* or *minimum* values and the *axis of symmetry* both graphically and algebraically
QEF.3.AII.6	Apply the concepts of quadratic equations and functions to model real world situations by using appropriate technology when needed

Key: QEF.3.AII.1 = Polynomial and Rational Functions. Standard 3. Algebra II. 1st Student Learning Expectation

CONTENT STANDARD 4: Students will use algebraic, graphical, and numerical methods to analyze, compare, translate, and solve polynomial and rational equations.

PRF.4.AII.1	Determine the factors of polynomials by • using factoring techniques including grouping and the sum or difference of two cubes • using long division • using *synthetic division*
PRF.4.AII.2	Analyze and sketch, with and without appropriate technology, the graph of a given polynomial function, determining the characteristics of domain and range, maximum and minimum points, end behavior, zeros, multiplicity of zeros, y-intercept, and symmetry
PRF.4.AII.3	Write the equation of a polynomial function given its roots
PRF.4.AII.4	Identify the equation of a polynomial function given its graph or table
PRF.4.AII.5	Identify the characteristics of graphs of power functions of the form $f(x) = ax^n$, for negative integral values of n, including domain, range, end behavior, and behavior at x = 0, and compare these characteristics to the graphs of related positive integral power functions
PRF.4.AII.6	Simplify, add, subtract, multiply, and divide with *rational expressions*
PRF.4.AII.7	Establish the relationship between radical expressions and expressions containing *rational exponents*
PRF.4.AII.8	Simplify variable expressions containing rational exponents using the laws of exponents

Key: PRF.4.AII.1 = Polynomial and Rational Functions. Standard 4. Algebra II. 1st Student Learning Expectation

CONTENT STANDARD 5. Students will graph exponential functions and relate them to logarithms. They will solve real world problems using exponential functions.

ELF.5.AII.1	Recognize the graphs of exponential functions distinguishing between growth and decay
ELF.5.AII.2	Graph exponential functions and identify key characteristics: domain, range, intercepts, asymptotes, and end behavior
ELF.5.AII.3	Identify the effect that changes in the parameters of the base have on the graph of the exponential function
ELF.5.AII.4	Recognize and solve problems that can be modeled using exponential functions
ELF.5.AII.5	Establish the relationship between exponential and *logarithmic functions*
ELF.5.AII.6	Evaluate simple logarithms using the definition (Ex. $\log_3 81$)
ELF.5.AII.7	Use properties of logarithms to manipulate logarithmic expressions

Key: ELF.5.AII.1 = Exponential and Logarithmic Functions. Standard 5. Algebra II. 1st Student Learning Expectation

CONTENT STANDARD 6. Students will evaluate and interpret data, make predictions based on data, and apply basic understanding of probability to solve real world problems.

DAP.6.AII.1	Find regression line for scatter plot, using appropriate technology, and interpret the correlation coefficient
DAP.6.AII.2	Interpret and use the correlation coefficient to assess the strength of the linear relationship between two variables
DAP.6.AII.3	Find the quadratic curve of best fit using appropriate technology
DAP.6.AII.4	Identify strengths and weaknesses of using regression equations to approximate data
DAP.6.AII.5	Compute and explain measures of spread (range, percentiles, variance, standard deviation)
DAP.6.AII.6	Describe the characteristics of a Gaussian normal distribution

Key: DAP.6.AII.1 = Data Analysis and Probability. Standard 6. Algebra II. 1st Student Learning Expectation

Algebra II Glossary

Absolute Value Equation	An equation described by $y = \lvert x \rvert$
Asymptote	A line that a graph approaches, but does not reach, as x- or x- values increase in the positive or negative direction
Axis of Symmetry	The line about which a figure is symmetric
Combinations	Subsets chosen from a larger set of objects in which the order of the items doesn't matter (Ex. the number of different committees of three that can be chosen from a group of twelve members)
Completing the Square	A process used to create a perfect square trinomial
Composition of Functions	Suppose *f* and *g* are functions such that the range of g is a subset of the domain of *f*, then the composite function $f \circ g$ can be described by the equation $[f \circ g](x) = f[g(x)]$
Conditional Probability	If A and B are events, the probability of A assuming B holds is equal to the probability of both A and B being favorable divided by the probability of B
Dependent Event	The outcome of a dependent event is affected by the outcome of another event.
Determinant	A square array of numbers or expressions enclosed between two parallel vertical bars
Direct Variation	A linear function of the form $y = kx$ where k is the constant of variation and $k \neq 0$
Discriminate	The expression $b^2 - 4ac$ obtained from a quadratic equation $ax^2+bx+c = 0$
Domain	Set of all first coordinates from the ordered pairs of a relation
End Behavior	A reference to the graph of a polynomial function as rising or falling to the right and rising or falling to the left
Even Function	A function whose graph is symmetric to the y-axis. $f(-x) = f(x)$
Exponential Function	A function in which the variable(s) occur in the exponent and can be expressed in the form $f(x) = ab^x$ or $b>0$
Function	A special type of relation in which each element of the domain is paired with exactly one element of the range
Fundamental Counting Theorem	If event *M* can occur in *m* ways and is followed by an event *N* that can occur *n* ways, then the event *M* followed by the event *N* can occur in $m \cdot n$.
Gaussian Normal Distribution	A symmetric bell-shaped distribution
i	The square root of -1. (an imaginary number)
Independent Event	The outcome of an independent event is not affected by the outcome of another event.
Indices	The number that indicates the root of a radical
Inequalities	Statements indicating the two quantities are not equal, utilizing symbols > (greater than) or < (less than) and ≥ or ≤

Inverse Function	Two functions *f* and *g* are inverse functions if and only if both their compositions are the identity function. Ex. $[f \circ g](x) = x$ and $[g \circ f](x) = x$
Inverse Variation	*Y* is inversely proportional to x, $y = \frac{k}{x}$ for some constant *k*
Joint Variation	*Z* is jointly proportional to x and y, $z = kxy$ for some constant k
Linear Function	A function that has a constant rate of change and can be modeled by a straight line
Linear Programming	A method for finding the maximum or minimum value of a function in two variables subject to given constraints on the variables
Logarithmic Function	A function of the form $y = \log_b x$, where $b > 0$, $x > 0$ and $b \neq 1$
Matrix	A rectangular array of variables or constants in horizontal rows and vertical columns, usually enclosed in brackets
Matrix Inverse	For matrix A, the inverse of A is A^{-1} where $A \cdot A^{-1} = 1$
Maximum	The greatest value of the function if it has such an extreme value
Minimum	The least value of the function if it has such an extreme value
Mutually Exclusive Event	Two events are mutually exclusive if their outcomes can never be the same.
Odd Function	The function whose graph is symmetric to the origin Ex. $f(-x) = -f(x)$
Parabola	The graph of a quadratic equation
Periodic Function	A function whose graph repeats at regular intervals
Permutation	An arrangement of things in a certain order
Perpendicular Bisector	A line or segment that is perpendicular to the segment at its midpoint
Piece-wise Function	Functions using different rules for different parts of the domain
Point-slope form	A linear equation in the form $(y - y_1) = m(x - x_1)$ where m is the slope and (x_1, y_1) are the coordinates of a given point on the line
Quadratic Formula	The solutions of a quadratic equation of the form $ax^2 + bx + c = 0$, where $a \neq 0$, are given by the quadratic formula, which is $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Quadratic Function	A function described by an equation that can be written in the form $f(x) = ax^2 + bx + c$, where $a \neq 0$
Radical Expression	An expression that contains a radical whose radicand may contain variables
Radical	A radical symbol $\sqrt{\ }$ and its radicand
Range	The set of all second coordinates from the ordered pairs of a relation

Rational Exponent	An exponent written in the form $\frac{a}{b}$, where *a* is an integer and *b* is a natural number
Rational Expression	An expression that can be written in the form $\frac{P}{Q}$, where P and Q are polynomials Q ≠ 0
Rationalize the Denominator	The process of eliminating a radical from the denominator
Relation	A set of ordered pairs of data
Root	A solution of an equation
Slope-intercept form	A linear equation in the form $y = mx + b$, where *m* is the slope of the line and *b* is the y-intercept
Standard Form (of a linear equation)	An equation in the form $Ax + By = C$, where A, B, and C are integers and A and B are not both 0.
Step Function	A function whose graph is a series of disjoint line segments or steps
Synthetic Division	A simpler method than long division used to divide a polynomial by a binomial
System of Linear Equations	A set of equations with the same variables
System of Linear Inequalities	A set of inequalities with the same variables
Transformations	Transformations of graphs including translations, reflections, vertical stretches and vertical shrinks
Variance (s^2)	A measure of spread for a one-variable data set that uses squaring to eliminate the effect of the different sign of the individual deviations It is the sum of squares of the deviations divided by one less than the number of values
Vertical Asymptote	A vertical line to which a graph becomes arbitrarily close as the value of f(x) increases or decreases without bound
Zeros	For any function *f(x),* if $f(a) = 0$, then *a* is a zero of the function

Geometry

Mathematics Curriculum Framework

Amended 2006

Course Title: Geometry
Course/Unit Credit: 1
Course Number:
Teacher Licensure: Secondary Mathematics
Grades: 9-12

Geometry

This course will help students develop communication skills, enhance reasoning, and make connections within mathematics to other disciplines and the real world. Students will use physical models and appropriate technology to investigate geometric concepts in problem solving situations. In this course, students are engaged in problematic situations in which they form conjectures, determine the validity of these conjectures, and defend their conclusions to classmates.

Strand	Standard
Language of Geometry	
	1. Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.
Triangles	
	2. Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations.
Measurement	
	3. Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area and volume.
Relationships between two- and three-dimensions	
	4. Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.
Coordinate Geometry and Transformations	
	5. Students will specify locations, apply transformations and describe relationships using coordinate geometry.

Language of Geometry

Content Standard 1. Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.

LG.1.G.1	Define, compare and contrast *inductive reasoning* and *deductive reasoning* for making predictions based on real world situations • *venn diagrams* • *matrix logic* • *conditional statements* (statement, *inverse, converse*, and *contrapositive*) • *figural patterns*
LG.1.G.2	Represent *points*, *lines*, and *planes* pictorially with proper identification, as well as basic concepts derived from these undefined terms, such as segments, rays, and *angles*
LG.1.G.3	Describe relationships derived from geometric figures or figural patterns
LG.1.G.4	Apply, with and without appropriate technology, definitions, *theorems*, properties, and *postulates* related to such topics as *complementary, supplementary, vertical angles*, *linear pairs*, and angles formed by *perpendicular* lines
LG.1.G.5	Explore, with and without appropriate technology, the relationship between angles formed by two lines cut by a *transversal* to justify when lines are *parallel*
LG.1.G.6	Give justification for conclusions reached by deductive reasoning State and prove key basic theorems in geometry (i.e., the Pythagorean theorem, the sum of the measures of the angles of a triangle is 180°, and the line joining the midpoints of two sides of a triangle is parallel to the third side and half it's length

Key: LG.1.G.1 = Language of Geometry. Standard 1. Geometry. 1st Student Learning Expectation

Triangles

Content Standard 2. Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the *Pythagorean Theorem* and trigonometric ratios to solve problems in real world situations.

T.2.G.1	Apply *congruence* (SSS …) and *similarity* (AA ...) correspondences and properties of figures to find missing parts of geometric figures and provide logical justification
T.2.G.2	Investigate the measures of segments to determine the existence of triangles (*triangle inequality theorem*)
T.2.G.3	Identify and use the special segments of triangles (*altitude*, *median*, angle *bisector*, *perpendicular bisector*, and *midsegment*) to solve problems
T.2.G.4	Apply the *Pythagorean Theorem* and its converse in solving practical problems
T.2.G.5	Use the *special right triangle* relationships (30˚-60˚-90˚ and 45˚-45˚-90˚) to solve problems
T.2.G.6	Use *trigonometric ratios* (sine*, cosine, tangent*) to determine lengths of sides and measures of angles in right triangles including *angles of elevation* and *angles of depression*
T.2.G.7	Use similarity of right triangles to express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given including angles of elevation and angles of depression

Key: T.2.G.1 = Triangles. Standard 2. Geometry. 1st Student Learning Expectation

Measurement

Content Standard 3. Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area and volume.

M.3.G.1	Calculate probabilities arising in geometric contexts (Ex. Find the probability of hitting a particular ring on a dartboard.)
M.3.G.2	Apply, using appropriate units, appropriate formulas (*area, perimeter, surface area*, *volume*) to solve application problems involving *polygons*, *prisms, pyramids, cones, cylinders, spheres* as well as composite figures, expressing solutions in both exact and approximate forms
M.3.G.3	Relate changes in the measurement of one *attribute* of an object to changes in other attributes (Ex. How does changing the *radius* or height of a cylinder affect its surface area or volume?)
M.3.G.4	Use (given similar geometric objects) proportional reasoning to solve practical problems (including scale drawings)
M.3.G.5	Identify and apply properties of and theorems about parallel and perpendicular lines to prove other theorems and perform basic Euclidean constructions

Key: M.3.G.1 = Measurement. Standard 3. Geometry. 1st Student Learning Expectation

Relationships between two- and three- dimensions

Content Standard **4.** Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

R.4.G.1	Explore and verify the properties of *quadrilaterals*
R.4.G.2	Solve problems using properties of polygons: • sum of the measures of the *interior angles of a polygon* • interior and *exterior angle measure of a regular polygon* or *irregular polygon* • number of sides or angles of a polygon
R.4.G.3	Identify and explain why figures *tessellate*
R.4.G.4	Identify the attributes of the five *Platonic Solids*
R.4.G.5	Investigate and use the properties of angles (*central* and *inscribed*) *arcs, chords, tangents*, and *secants* to solve problems involving *circles*
R.4.G.6	Solve problems using inscribed and *circumscribed* figures
R.4.G.7	Use *orthographic drawings* (top, front, side) and *isometric drawings* (corner) to represent three-dimensional objects
R.4.G.8	Draw, examine, and classify *cross-sections* of three-dimensional objects
R.4.G.9	Explore non-Euclidean geometries, such as spherical geometry and identify its unique properties which result from a change in the parallel postulate

Key: R.4.G.1 = Relationships between two- and three- dimensions. Standard 4. Geometry. 1st Student Learning Expectation

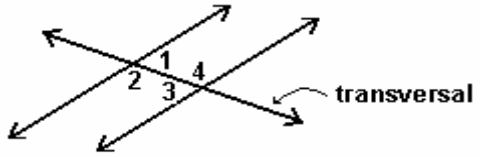
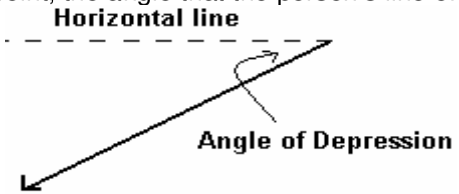
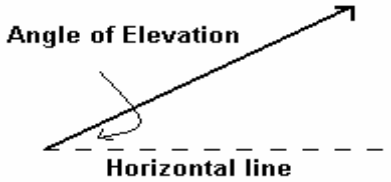
Coordinate Geometry and Transformations

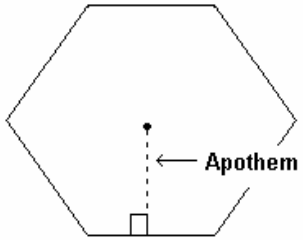
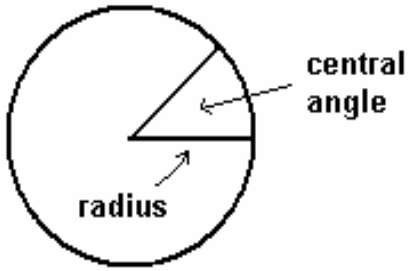
Content Standard **5.** Students will specify locations, apply transformations and describe relationships using coordinate geometry.

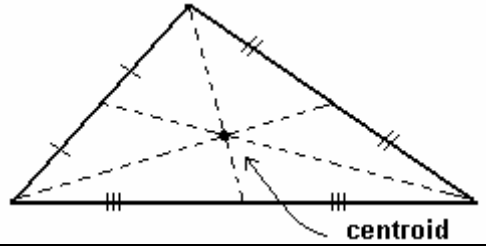
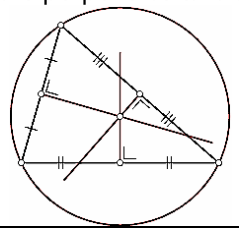
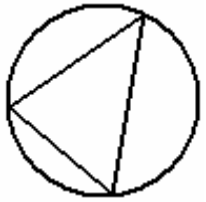
CGT.5.G.1	Use *coordinate geometry* to find the distance between two points, the *midpoint of a segment*, and the *slopes* of parallel, perpendicular, horizontal, and vertical lines
CGT.5.G.2	Write the equation of a line parallel to a line through a given point not on the line
CGT.5.G.3	Write the equation of a line perpendicular to a line through a given point
CGT.5.G.4	Write the equation of the perpendicular bisector of a line segment
CGT.5.G.5	Determine, given a set of points, the type of figure based on its properties (*parallelogram, isosceles triangle,* trapezoid)
CGT.5.G.6	Write, in standard form, the equation of a circle given a graph on a coordinate plane or the center and radius of a circle
CGT.5.G.7	Draw and interpret the results of transformations and successive *transformations* on figures in the coordinate plane • *translations* • *reflections* • *rotations* (90˚, 180˚, clockwise and counterclockwise about the origin) • *dilations* (scale factor)

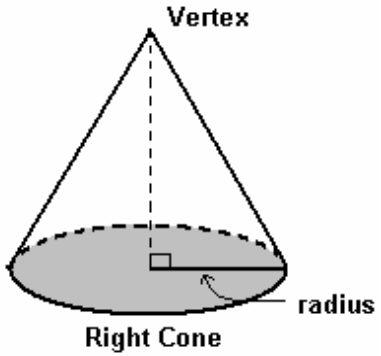
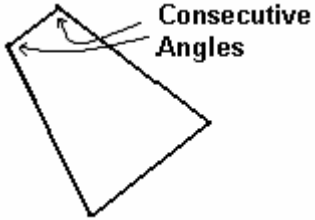
Key: CGT.5.G.1 = Coordinate Geometry and Transformations. Standard 5. Geometry. 1st Student Learning Expectation

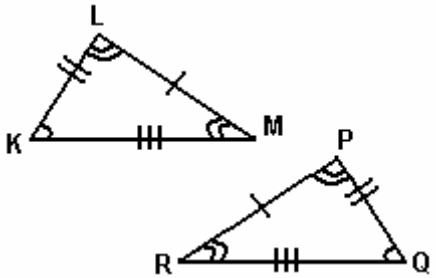
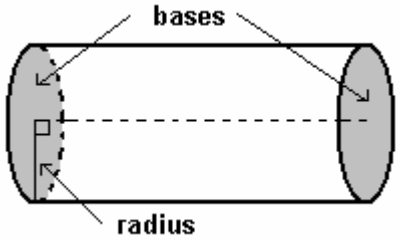
GEOMETRY Glossary

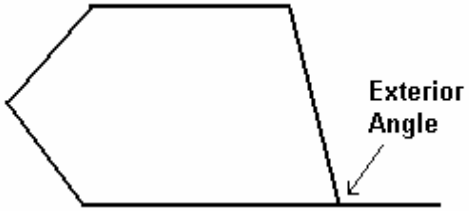
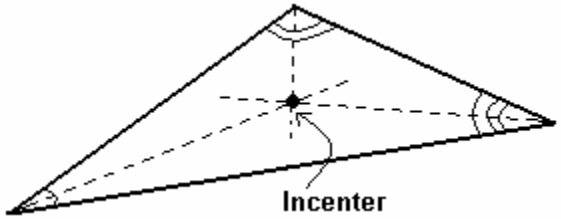
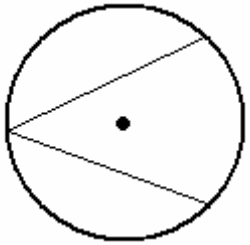
Adjacent angles	Two coplanar angles that share a vertex and a side but do not overlap
Alternate interior angles	Two angles that lie on opposite sides of a transversal between two lines that the transversal intersects 
Altitude of a triangle	A perpendicular segment from a vertex of a triangle to the line that contains the opposite side
Angle	Two non-collinear rays having the same vertex
Angle of depression	When a point is viewed from a higher point, the angle that the person's line of sight makes with the horizontal 
Angle of elevation	When a point is viewed from a lower point, the angle that the person's line of sight makes with the horizontal 

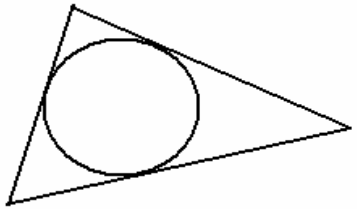
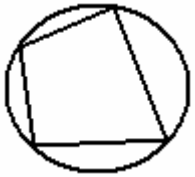
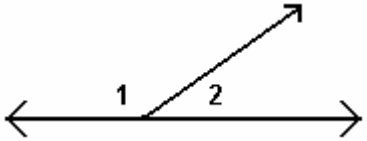
Apothem	The distance from the center of a regular polygon to a side 
Arc	An unbroken part of a circle
Area	The number of square units needed to cover a two-dimensional space.
Attributes	A quality, property, or characteristic that describes an item or a person (Ex. color, size, etc.)
Biconditional	A statement that contains the words "if and only if" (This single statement is equivalent to writing both "if p, then q" and its converse "if q then p.)"
Bisector	A segment, ray or line that divides into two congruent parts
Center of a circle	The point equal distance from all points on the circle
Central angle	An angle whose vertex is the center of a circle (Its measure is equal to the measure of its intercepted arc.) 

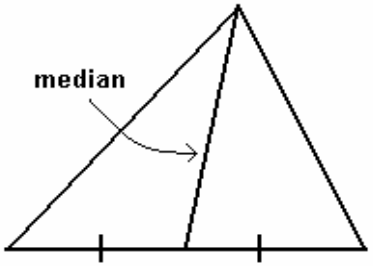
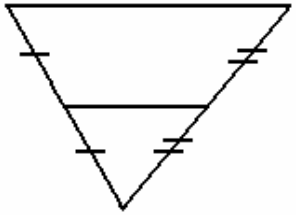
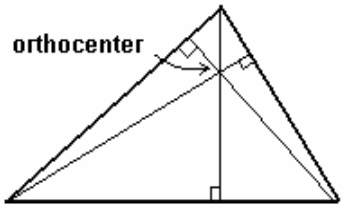
Centroid	The centroid of the triangle is the point of congruency of the medians of the triangle. 
Chords	A segment whose endpoints lie on the circle
Circle	The set of all points in a plane that are an equal distance (radius) from a given point (the center) which is also in the plane
Circumcenter	A circumcenter is the point of concurrency of the perpendicular bisectors of a triangle. 
Circumference	The distance around a circle
Circumscribed	A circle is circumscribed about a polygon when each vertex of the polygon lies on the circle. (The polygon is inscribed in the circle.) 
Collinear points	Points that lie on the same line
Complementary angles	Two angles whose measures add up to 90 degrees
Concentric circles	Concentric circles lie in the same plane and have the same center

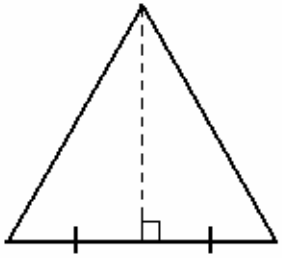
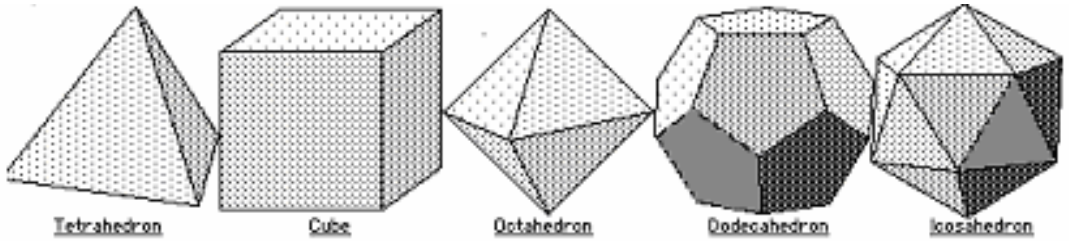
Conditional statements	A statement that can be written in the form "if p, then q" (Statement p is the hypothesis and statement q is the conclusion.)
Cone	A three dimensional figure with one circle base and a vertex 
Congruent	Having the same measure for angles and segments. Having the same measure and shape for shapes
Conjecture	Something believed to be true but not yet proven (an educated guess)
Consecutive angles	In a polygon, two angles that share a side 
Consecutive sides	In a polygon, two sides that share a vertex
Contrapositive	The contrapositive of a conditional statement ("if p, then q" is the statement "if not q, then not p")
Converse	The converse of the conditional statement interchanges the hypothesis and conclusion ("if p, then q, becomes "if q, then p")
Convex polygon	A polygon in which no segment that connects two vertices can be drawn outside the polygon
Coordinate geometry	Geometry based on the coordinate system

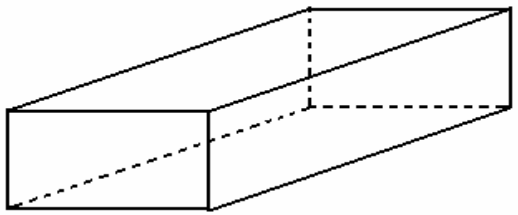
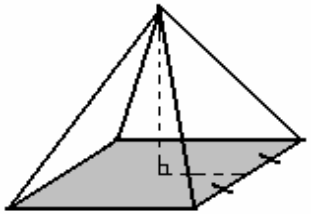
Coordinate plane	A grid formed by two axes that intersect at the origin (The axes divide the plane into 4 equal quadrants.)
Coplanar points	Points that lie in the same plane
Corollary	A corollary of a theorem is a statement that can easily be proven by using the theorem.
Corresponding parts	A side (or angle) of a polygon that is matched up with a side (or angle) of a congruent or similar polygon 
Cosine	In a right triangle, the ratio of the length of the leg adjacent to the angle to the length of the hypotenuse
Cross-section	A cross-section is the intersection of a solid and a plane.
Cylinder	A three-dimensional figure whose bases are circles of the same size 
Deductive reasoning	Using facts, definitions, and accepted properties in a logical order to reach a conclusion or to show that a conjecture is true
Dilations	Transformations producing similar but not necessarily congruent figures

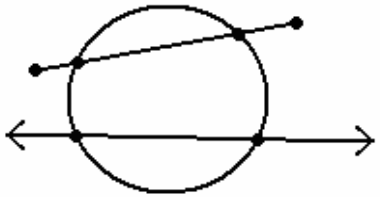
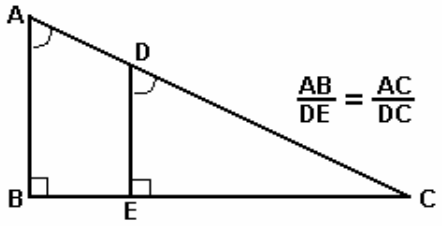
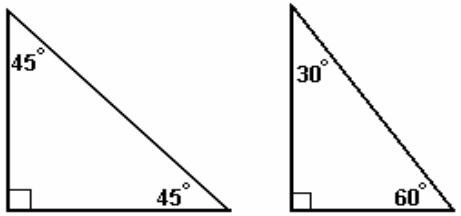
Exterior angle of a polygon	An angle formed when one side of the polygon is extended (The angle is adjacent to an interior angle of the polygon.) 
Geometric mean	If a, b, and x are positive numbers, and a/x = x/b, then x is the geometric mean of a and b.
Incenter	The incenter of a triangle is the point of congruency of the angle bisectors of the triangle. 
Inductive reasoning	A type of reasoning in which a prediction or conclusion is based on an observed pattern
Inscribed angle	An angle whose vertex is on a circle and whose sides are chords of the circle 

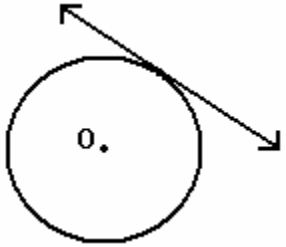
Inscribed circle	A circle is inscribed in a polygon if the sides of the polygon are tangent to the circle. 
Inscribed polygon	A polygon is inscribed in a circle if the vertices of the polygon are on the circle. 
Interior angles of a polygon	The inside angle of a polygon formed by two adjacent sides
Inverse statement	The inverse of the conditional statement ("if p, then q" is the statement "if not p, then not q")
Irregular polygon	A polygon with at least two non-congruent sides or angles
Isometric drawings	Drawings on isometric dot paper used to show 3-dimensional objects
Isosceles triangle	A triangle with at least two sides congruent
Line of symmetry	The line over which a figure is reflected resulting in a figure that coincides exactly with the original figure
Linear pair of angles	Two adjacent angles form a linear pair if their non-shared rays form a straight angle. 
Matrix logic	Using a matrix to solve logic problems

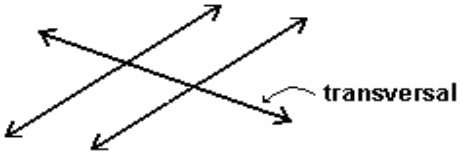
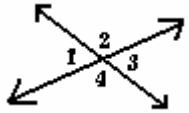
Median of a triangle	A segment that has as its endpoints a vertex of the triangle and the midpoint of the opposite side 
Midpoint of a segment	The point that divides a segment into two congruent segments
Midsegment	A segment whose endpoints are the midpoints of two sides of a polygon 
Orthocenter	The orthocenter is the point of concurrency of the altitudes of a triangle. 
Orthographic drawings	An orthographic drawing is the top view, front view and right side view of a three-dimensional figure.
Parallel lines	Lines in a plane that do not intersect
Parallelogram	A quadrilateral with both pairs of opposite sides parallel

Perimeter	The distance around a polygon
Perpendicular bisector	The perpendicular bisector of a segment is a line, segment or ray that is perpendicular to the segment at its midpoint. 
Perpendicular	Two lines, segments, rays, or planes that intersect to form right angles
Plane	A flat surface having no boundaries
Platonic solid	A polyhedron all of whose faces are congruent regular polygons, with the same number of faces meeting at every vertex 
Point	A specific location in space
Polygon	A closed plane figure whose sides are segments that intersect only at their endpoints, with each segment intersecting exactly two other segments
Postulate	A mathematical statement that is accepted without proof

Prism	A three-dimensional figure with two congruent faces called bases--that lie in parallel planes (The other faces called lateral faces are rectangles that connect corresponding sides of the bases.) 
Pyramid	A three-dimensional figure with one base that is a polygon (The other faces, called lateral faces, are triangles that connect each side of the base to the vertex.) 
Quadrilateral	A four-sided polygon
Radius	A line segment having one endpoint at the center of the circle and the other endpoint on the circle
Reflections	Mirror images of a figure (Objects stay the same shape, but their positions change through a flip.)
Regular heptagon	A heptagon with all sides and angles congruent
Regular hexagon	A hexagon with all sides and angles congruent
Regular octagon	An octagon with all sides and angles congruent
Regular pentagon	A pentagon with all sides and angles congruent
Regular polygon	A polygon with all sides and angles congruent
Rotations	A transformation in which every point moves along a circular path around a fixed point called the center of rotation
Scale drawings	Pictures that show relative sizes of real objects

Secant	A line, ray or segment that intersects a circle at two points 
Similarity	The property of being similar
Similar polygons	Two polygons are similar if corresponding angles are congruent and the lengths of corresponding sides are in proportion. 
Sine	In a right triangle, the ratio of the length of the leg opposite the angle to the length of the hypotenuse
Slope	The ratio of the vertical change to the horizontal change
Slope-intercept form	A linear equation in the form y = mx + b, where m is the slope of the graph of the equation and b is the y-intercept
Special right triangles	A triangle whose angles are either 30-60-90 degrees or 45-45-90 degrees 

Sphere	The set of all points in space equal distance from a given point
Standard form of a linear equation	The form of a linear equation Ax + By = C where A, B, and C are real numbers and A and B are not both zero Ex. 6x + 2y = 10
Supplementary angles	Two angles whose measures add up to 180 degrees
Surface area	The area of a net for a three-dimensional figure
Tangent	In a right triangle, the ratio of the length of the leg opposite the angle to the length of the leg adjacent to the angle
Tangent to a circle	A line in the plane of the circle that intersects the circle in only one point 
Tessellate	To cover a plane with a pattern of polygons without gaps or overlaps
Theorem	A conjecture that can be proven to be true
Transformation	A change made to the size or position of a figure
Translation	A transformation that slides each point of a figure the same distance in the same direction

Transversal	A line that intersects two or more other lines in the same plane at different points 
Triangle Inequality Theorem	The sum of the lengths of any two sides of a triangle is greater than the lengths of the third side.
Trigonometric ratios	The sine, cosine and tangent ratios
Venn diagram	A display that pictures unions and intersections of sets
Vertical angles	Non-adjacent, non-overlapping congruent angles formed by two intersecting lines (They share a common vertex.)  $\angle 1$ and $\angle 3$ are vertical angles. $\angle 2$ and $\angle 4$ are vertical angles.
Volume	The number of cubic units needed to fill a three-dimensional space

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Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For National Board For Professional Teaching Standards
Proposed December 2006

1.00 Regulatory Authority

1.01 These rules shall be known as the Department of Education (the Department) Rules Governing the National Board for Professional Teaching Standards Program (NBPTS Program).

1.02 These rules are enacted under the State Board of Education's (State Board) authority pursuant to Ark. Code Ann. §§6-11-105, 6-17-412, and 6-17-413.

2.00 Purpose

2.01 The purposes of these rules are to improve student learning by strengthening teaching and to encourage teachers to participate in and complete NBPTS certification by authorizing the Department to pay full tuition and incentive bonuses to participants and by establishing eligibility requirements.

2.02 The purpose of these rules is to outline the establishment of a support program for NBPTS.

2.03 The purpose of these rules is to establish the mechanism for the selection of teacher participants, as determined by the amount of funding available for the program.

3.00 Definitions

For the purposes of these rules, the following terms shall mean:

3.01 "Completion of the certification process" will be defined as officially being recognized as a National Board Certified Teacher (NBCT) by the NBPTS.

3.02 "National Board for Professional Teaching Standards" will be defined as an independent board which reliably identifies and certifies teachers who meet advanced standards and certifications by effectively enhancing student learning and demonstrating the high level of knowledge and skills, dispositions, and commitments reflected in the following five core propositions:

3.02.01 Teachers are committed to students and their learning.

3.02.02 Teachers know the subjects they teach and how to teach those subjects to students.

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3.02.03 Teachers are responsible for managing and monitoring student learning.

3.02.04 Teachers think systematically about their practice and learn from experience.

3.02.05 Teachers are members of learning communities.

3.03 "A support program for candidates" is a comprehensive process of technical and financial assistance provided to program applicants to ensure successful program completion, as Ark. Code Ann. §6-17-413 allows.

3.04 "The NBPTS Advisory Committee" (the Committee) is a ten (10) member team of three (3) National Board Certified Teachers, three (3) National Board facilitators, and four (4) educational administration or business representatives, to include one Department staff member, which will advise the Department on policy issues, assist in the support system, and select candidates based on relevant criteria when all candidates cannot be funded; such criteria to be established by the Committee in accordance with law and with final review and approval by the State Board.

3.05 "Classroom teacher" means a teacher who is required to hold a standard teaching license from the Department and who is engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time, with that 70% **allowed to include:**

3.05.01 regularly scheduled instructional preparation time during the regular school day;

3.05.02 a maximum of one period per day service as an instructional department chair;

3.05.03 service as a master teacher in a charter school;

3.05.04 service as a mentor to a novice teacher;

3.05.05 employment by an educational service cooperative when the teacher provides direct student services for a collaborative of school districts in public school buildings and other instructional settings throughout the cooperative area; and

3.05.06 instructional positions such as library/media **specialist, school guidance** counselor, **literacy specialist, math spec**ialist or others for whom NBPTS certificates specifically exist.

3.06 "Classroom setting" for purposes of candidacy means full-time assignment to a setting in a specific Arkansas public school building or buildings in which a teacher works directly with a student or students and for purposes of a starting or a yearly bonus means full-time assignment to a setting in a school building(s) or other instructional settings cited in §3.05.05 where an NBCT is directly involved in the instructional process by teaching children, by facilitating the instructional process through work with building teachers in classrooms, or by serving in the role of **building administrator**, assistant **building administrator, district curriculum administrator, or program administrator**.

3.07 "Starting bonus" means a one-time bonus given during the school year in which an individual first obtains National Board certification. The amount is $3,000 in 2003-2004, $4,000 in 2004-2005, and $5,000 thereafter. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

3.08 "Yearly bonus" means a bonus that a NBCT receives in each of years two (2) through ten (10) of the 10-year life of the certificate. The amount is $3,000 in 2003-2004, $4,000 in 2004-2005, and $5,000 thereafter. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

3.09 "Two (2) continuous years" means a two-year period following certification **that** includes the year of certification and the year immediately following certification.

3.10 "Three (3) years of teaching in the Arkansas public school system", as required for state support of candidacy, shall be credited beginning no earlier than the year in which the initial license to teach in an Arkansas public school is issued.

4.00 Selection Process and Requirements

4.01 Qualified applicants will establish eligibility for funding by:

4.01.01 successfully completing the official application process established by the Department;

4.01.02 never receiving any prior federal or state funding for participation in a certification area in the NBPTS program;

4.01.03 verifying at least three (3) years teaching experience in Arkansas public schools that can include the years following initial licensure, a current standard Arkansas teaching license, and current employment as an Arkansas public school classroom teacher in a classroom setting; and

4.01.04 teaching in an **area that** correlates to an available and suitable **National Board** certificate area.

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4.02 When candidate demands exceed funding availability, the NBPTS Advisory Committee will review and recommend to the Department an appropriate selection of candidates to be funded.

4.03 At the time that the National Board establishes a certification for school administrators and an Arkansas district-level central office administrator becomes national board certified, the district level central office administrator will be eligible to receive incentive bonuses in the amount awarded to NBCTs for every year for the life of the NBPTS administrator's certificate.

4.04 Achieving NBCT status prior to renewal of the Arkansas standard teaching license satisfies professional development requirements for the period between the beginning and end of that one renewal period; achieving a total score of 225 across all of the ten entries submitted to the NBPTS satisfies one-half of the professional development requirements for the period between the beginning and end of one renewal period.

5.00 Payment of Fees and Bonuses

5.01 The Department of Education shall pay full tuition for the NBPTS initial participation fee, one retake entry fee, and up to three days of school release time to qualified teacher applicants as funds are available.

5.02 The Department shall pay any NBCT who is employed in an Arkansas public school district (except as prescribed in Section 5.02.1) as a teacher in accordance with Section 3.05-3.06 of these rules a bonus in the first year of certification and a yearly bonus for each of the remaining nine years of the ten-year certificate.

5.02.01 Eligible NBCTs will continue to receive the yearly bonus while participating in State Board approved teaching excellence programs such as Arkansas Teacher of the Year.

5.03 Any NBCT who moves into the state and teaches in an Arkansas public school classroom shall be eligible for the yearly bonus for every remaining year in the life of the NBPTS certificate; provided that the same bonus is available to a NBCT who moves into the state and assumes the position of **building administrator**, assistant **building administrator, curriculum administrator, or program administrator** in a public school district for the life of the NBPTS certificate.

5.04 Available funds for NBPTS state activities support functions in this order of priority: (a) payment of bonus incentives; (b) initial fee payments; (c) necessary program expenses; (d) support system expenses; and (e) retake entry fees.

5.05 No increase in the starting or yearly bonus is retroactive.

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5.06 The Department will issue a standard Arkansas teaching license to any National Board certified teacher, building-level principal, or building level assistant principal trained in and licensed by a state other than Arkansas who moves to Arkansas, provided that the NBCT status is current at the time of license application and that the applicant passes the required criminal background check.

5.07 An Arkansas-licensed teacher who personally pays the expenses of NBPTS candidacy and becomes a NBCT is eligible for a starting and yearly bonus under the same terms as a NBCT who achieves certification through state fee support.

5.08 The Department shall pay any NBCT who has successfully completed the NBPTS certification as a classroom teacher and is employed in an Arkansas public school district as a **building administrator**, assistant **building administrator, curriculum administrator, or program administrator** a yearly bonus for each of the remaining years of the ten-year certificate.

5.09 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

6.00 Repayment of Fees

6.01 Repayment of state funds for the NBPTS is required if a recipient:

6.01.01 does not complete the certification process within three years after entry,

6.01.02 after becoming a NBCT with the support of state funds, does not teach in an Arkansas public school classroom in an Arkansas public school district for two (2) continuous school years or serve as a building principal and/or assistant building principal for two (2) continuous years after achieving NBCT status.

6.02 Repayment of funds is not required only due to:

6.02.01 death or disability of the teacher, or

6.02.02 other serious extenuating circumstances and/or health related problems verified by a licensed physician as may be recognized by the State Board.

6.03 The State Board can revoke a teaching license for failure to repay state funds.

7.00 Support Program for Teachers Selected to Participate in NBPTS

7.01 The State Board will establish a support program for teachers selected to participate in NBPTS by:

7.01.01 establishing a variety of support opportunities such as annual pre-candidacy orientations, regular meetings of participants, telephone/email contact with facilitators and NBCTs, and Department intervention with NBPTS if necessary;

7.01.02 providing information on the NBPTS state support program on the Department web site;

7.01.03 providing other assistance, if determined to be necessary by the Department; and

7.01.04 designating Department staff to coordinate NBPTS activities at the state level

7.01.05 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

8.00 Monitoring

8.01 The local public school district that employs a NBCT must verify to the Department annually the employment status of that teacher for each year of the ten-year life of the certificate.

8.02 No person shall receive either a starting bonus or a yearly bonus if the person leaves the full-time employment of an Arkansas public school district; becomes employed as a district-level central office administrator (subject to the provisions of Section 4.03); is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not teach in a classroom with students as defined in Sections 3.05-3.06 of these rules.

9.00 Funding

9.01 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that funds are appropriated to the Department to pay for these provisions.

9.02 To the extent funds as provided for by Ark. Code Ann. §26-52-311(c)(3)(B) are available, such funds may be used to fund the “starting incentive bonus” and the “yearly incentive bonus” required in §§3.07 and 3.08 of these rules and required by Ark. Code Ann. §6-17-413.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 17, 2006

Ms. Victoria Wilson
#51 Wilson Lane
Humphrey, AR 72073

Re: Notice of Appeal/State Board Hearing
School of Excellence

Dear Ms. Wilson:

I am writing to inform you that your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the DeWitt School District has been received, and a hearing on your application will occur at the State Board's meeting of December 11, 2006. The meeting will begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 9.02.01 of the Department of Education's *Rules Governing Charter Schools*, a copy of which is enclosed.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/slr

Enclosure

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Tom Wilson, DeWitt School District
Superintendent Sherry Holliman, Carlisle School District
Superintendent Thomas Gathen, Dollarway School District
Superintendent Laura Bednar, Stuttgart School District

RECEIVED
NOV 21 2006
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment charter school.

9.02.01 The local board and the boards likely to be affected by the proposed charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the charter school to the State Board. Following the presentations by the public school district boards of education, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed charter schools. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

DEWITT SCHOOL DISTRICT

Tom Wilson, Superintendent

Johnnie Johnson, Assistant Superintendent

MEMBER NORTH CENTRAL ASSOCIATION

DIRECTORS

Johnny Lockley, President - ASBA Region 9 Director
Barry Joe Wilson, Vice-President
Jon Fuhrman, Secretary
Sam Counce
Bruce Morgan
Jammy Turner
Shawanna Wansley

Mike Hickey
DeWitt High School Principal
Jon Howell
Gillett High School Principal
Jeff Rader
DeWitt Middle School Principal
Robert Franks
DeWitt Elementary Principal
Vicki Reed
Gillett Elementary Principal
Iciphine Jones
Humphrey Elementary Principal

October 11, 2006

State Board of Education
Charter School Office
4 Capitol Mall Rm. 305 B
Little Rock, AR 72201

To Whom This May Concern:

The DeWitt School Board voted unanimously by a 7-0 vote to disapprove the application for an open enrollment charter school to be built in Humphrey by the Friends of Humphrey.

The main reason for the disapproval of the application was due to the possibility of DeWitt School District losing 75 to 100 students costing the district over $500,000.00 in foundation funding. Presently, the DeWitt School District's financial report shows that the district has already lost over $400,000.00 in funding due to students attending other schools on school choice and legal transfers which occurred when Humphrey's. 6-12 grades consolidated into DeWitt two years ago. The total enrollment figure for DeWitt School District stated in the application was 1639 students when the actual enrollment for funding on this year's printout is 1538 students.

The decision to disapprove the application by the school board was in the best interest of the DeWitt School District.

Sincerely,

Tom Wilson
Superintendent

422 West First Street DeWitt, AR 72042
(870) 946-3576 An Equal Opportunity Employer Fax (870) 946-1491

RECEIVED
OCT 19 2006
CHARTER SCHOOL OFFICE

Friends of Humphrey School c/o School of Excellence
#51 Wilson Lane
Humphrey, AR 72073

Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 State Capitol Mall, Rm 305-B
Little Rock, AR 72201

Dear Ms. Brown:

Friends of Humphrey School has reviewed the letter, received October 19, 2006, from the DeWitt Public School District disapproving the granting of a charter school. Friends of Humphrey School hereby asks that the letter of objection from the DeWitt School District be stricken from the record for non compliance with Arkansas Department of Education Rules and Regulations for Charter Schools. And further, that because of noncompliance, any further petition to the State Board of Education by the DeWitt Public School District be barred.

Arkansas Department of Education Rules and Regulations Governing Charter Schools, section 8.05 holds that, "...the board of the public school districts ...submit any written findings or statements of the board, signed by the board president ...".

The letter sent to The Friends of Humphrey School is not signed by the Board President.

We ask that the State Board of Education move forward in awarding the requested charter to Friends of Humphrey School. If the State Board of Education chooses not to strike the DeWitt School District's letter of disapproval from these records, then The Friends of Humphrey School hereby appeals DeWitt School District's disapproval and requests a hearing before the State Board of Education.

The DeWitt School District cites two factors as the cause for their disapproval of the requested charter.

The total enrollment figure for DeWitt School District stated in the application was 1639 students when the actual enrollment for funding on this year's printout is 1538 students.

We cede this point. The enrollment figure listed in the application is the 2004-2005 figure of 1,639 and the APSCN record of the DeWitt School District's 3rd Quarter ADM for 2005-2006 is 1,539.39. This correction does give us cause to point out that the APSCN records for 2004-2005 indicate that the DeWitt school District self-reported a loss of 152 students to Drop Out/Withdrawal. This brings us to the second factor mentioned in the DeWitt letter to disapprove.

The main reason for the disapproval of the application was due to the possibility of DeWitt School District losing 75-100 students costing the district over $500,000.00 in foundation funding. Presently, the DeWitt School District's financial report shows that the district has already lost over $400,000.00 in funding due to students attending other schools on school choice and legal transfers.... The decision to disapprove the application by the school board was in the best interest of the DeWitt School District.

The purpose of the public educational system in Arkansas is not to preserve school districts but to serve the best interest of students and taxpayers.

The Friends of Humphrey Schools has submitted an application that is in compliance with state rules and regulations. And meets all the preferences of ACA 6-23-304:.

6-23-304. Requirements - Preference for certain districts.

(a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.

(b) The state board shall give preference in approving an application for a charter school to be located in any public school district:

(1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;

(2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or

(3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

The percentage of students qualifying for free or reduced price lunches in the DeWitt School District is 53.79% v. the state average of 50.2%.

Humphrey is a poor rural agricultural town in the Delta of Arkansas whose per capita income in 1999 was $12,517.00 according to Census 2000 compared to $21,587.00 in U.S. A strong education can overcome impoverished barriers.

The DeWitt School District is in year two of Academic Distress. The overall lack of achievement seen for students in the DeWitt School District is a concern, particularly in the area of math; and an even deeper concern is seen in the achievement gap between black and white students. The 2000 Census for Humphrey indicated 57.8% white, 40.4% black or African American, 1.1% American Indian and Alaska Native, .9% Hispanic or Latino, .1% some other race.

2005 Benchmark Exams (% of students basic/below)

		Literacy	Math
6th Grde	African Amer.	65	85
	White	42	58
7th Grde	African Amer.	97	99.8
	White	55	65
8th Grde	African Amer.	88	96
	White	54	71

We hold that the State Board of Education, and more so, the Board of the DeWitt School District, entertain the thought that the lack of performance indicated above and the loss or potential loss of students to choice are directly related.

The citizens of Humphrey would like to have their children obtain a decent education to ensure their chances in college, trade schools, or employment opportunities. We believe that the charter school proposal submitted will address these issues. Thank you for your consideration.

Respectfully,

Victoria Wilson

Victoria Wilson, President
Friends of Humphrey School

Cc: Tom Wilson, Superintendent

RECEIVED
OCT 30 2006
CHARTER SCHOOL OFFICE

DEWITT SCHOOL DISTRICT

Tom Wilson, Superintendent
Johnnie Johnson, Assistant Superintendent
MEMBER NORTH CENTRAL ASSOCIATION

DIRECTORS
Johnny Lockley, President - ASBA Region 9 Director
Barry Joe Wilson, Vice-President
Jon Fuhrman, Secretary
Sam Counce
Bruce Morgan
Jammy Turner
Shawanna Wansley

Mike Hickey
DeWitt High School Principal
Jon Howell
Gillett High School Principal
Jeff Rader
DeWitt Middle School Principal
Robert Franks
DeWitt Elementary Principal
Vicki Reed
Gillett Elementary Principal
Ieiphine Jones
Humphrey Elementary Principal

October 30, 2006

State Board of Education
Charter School Office
#4 Capitol Mall - Room 305-B
Little Rock, AR 72201

To Whom It may Concern:

The DeWitt School Board voted unanimously by a 7-0 vote at its meeting on October 10, 2006, to disapprove the application for an open enrollment charter school to be built in Humphrey by the Friends of Humphrey.

The main reason for the disapproval of the application was due to the possibility of DeWitt School District losing 75 to 100 students, costing the district over $500,000.00 in foundation funding. Presently, the DeWitt School District's financial report shows that the district has already lost over $400,000.00 in funding. This is due to students attending other schools on school choice and legal transfers which occurred when Humphrey's 6-12 grades consolidated into DeWitt two years ago. The total enrollment figure for DeWitt School District stated in the application was 1639 students. The actual enrollment for funding on this year's printout is 1538 students.

The decision to disapprove the application by the DeWitt School Board was in the best interest of the DeWitt School District.

Sincerely,

Tom Wilson, Superintendent
DeWitt School District

Johnny Lockley, President
DeWitt School Board

422 West First Street
DeWitt, AR 72042
(870) 946-3576
An Equal Opportunity Employer
Fax (870) 946-1491

RECEIVED
OCT 30 2006
CHARTER SCHOOL OFFICE

DEWITT SCHOOL DISTRICT

Tom Wilson, Superintendent

Johnnie Johnson, Assistant Superintendent
MEMBER NORTH CENTRAL ASSOCIATION

DIRECTORS
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October 30, 2006

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Johnny Lockley, President
DeWitt School Board

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(870) 946-3576
An Equal Opportunity Employer
Fax (870) 946-1487

RECEIVED
NOV 0 1 2006
CHARTER SCHOOL OFFICE

July 24, 2006

Letter of Intent

To apply for an open-enrollment public school charter

Friends of Humphrey School, organized as a 501(c)(3) entity, intend to apply for an Open-Enrollment Public School Charter from the Department of Education. The contact person's name is Victoria Wilson, #51 Wilson Lane, Humphrey, AR 72073, work phone #870-541-7349, home phone #870-873-4717, fax # 870-673-2620, e-mail: victoriarichardwilson@yahoo.com.

The proposed school will be located in Humphrey, AR in Arkansas Congressional District Number One. The proposed charter school is in an area with high rates of rural poverty. The school will be called School of Excellence and the focus will be on academic excellence with a high emphasis on development of skills useful in international business, economics, language skills and leadership. We anticipate that the school will serve grades 6 through 12.

The school is being established by the Friends of Humphrey School to offer parents and students an alternative to traditional public school education. Friends of Humphrey School is a nonprofit organization with a membership of any concerned citizen who is interested in education.

The special emphasis of the proposed charter school is to offer an intense educational experience that involves and excites students, parents, educators and the community at large. The organization wanted more parental involvement, more field trips to supplement education, a more diverse academic curriculum, in addition to a strong core curriculum to meet each child's needs. A child should have a chance to sample a chosen career prior to graduation and to practice leadership skills. The purpose of the proposed charter school is to develop a working relationship between teachers, parents, students and community leaders to bring a child's dream to fruition.

The school will be open to all students regardless of race, sex, age, or socioeconomic class and regardless of academic performance. We anticipate most students will come from the surrounding areas including Humphrey, Wabbaseka, Humnoke, DeWitt, Stuttgart, Altheimer, Carlisle, or any other towns.

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JUN 28
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City LITTLE ROCK State AR ZIP 72201-1013

2 Your Internal Billing Reference First 24 characters will appear on invoice. OPTIONAL

3 To

Recipient's Name Victoria Wilson Phone (870) 575-8224

Company Friends of Humphrey School

Recipient's Address 51 Wilson Loane Dept./Floor/Suite/Room

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- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

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November 15, 2006

Ms. Victoria Wilson
Friends of Humphrey School
51 Wilson Lane
Humphrey, AR 72073

Dear Ms. Wilson,

This letter is to inform you of the completion of the evaluation of the application for School of Excellence as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: School of Excellence Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: School of Excellence

Eligible entity status:
Nonsectarian organization exempt from taxes under Section 501(c)(3)

Comments:
The sponsoring entity, Friends of Humphrey has the exemption status as of 07/07/05.

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Provide copies of any supporting evidence received.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Description presented for the objective is vague or missing	• Description for the objective is present but lacks detail.	• Description for the objective is complete and details all required information.

Average Score 6/10

Strengths:
A public meeting was held on September 16, 2006. Application states that 15 families were represented. Charter did a decent job of showing support.

Weaknesses:
The letter of support from City of Humphrey was not included in application.

Board Agenda does not identify board members present.

No sign-in sheets, minutes, vote tallies or other evidence to support the number of attendees indicated in the application we included. There is no evidence of additional support from attendees or non-attendees as indicated in the application. Although there is indication that "no opposition was expressed", it is unclear to what this refers.

Though applications states that 15 families were represented at their meeting, no documentation was included to verify this.

Supporting documentation that addressed answers to questions conducted during the public meeting lacked detail.

OBJECTIVE 2

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. *The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.*

B. *The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.*

C. *The last publication of notice shall be no less than seven days prior to the public meeting.*

D. *Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.*

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 6/10

Strength:
Notices were published in multiple newspapers

Weaknesses:
Not all notices appear to meet the size requirements, and not all newspaper names and dates of publication are legible. Overall, it appears as though there are enough notices to satisfy the requirements for this item.

Notices were sent to the DeWitt and Stuttgart School Districts and Boards. However, there is no evidence that notices were sent to any of the other districts contiguous to the DeWitt School District. These districts include: Clarendon, Marvel, Dumas, Star City, McGehee and Dollarway.

Though copies of letters to superintendents were included, there was no actual evidence they were mailed.

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 7/10

Strength:
The application provided good descriptors of the local governance structure. The application gave all required details concerning this objective.

Weaknesses:
There is no indication of the process for selecting board members after the first board is selected. While there is an indication of the range of persons that are expected to populate the board, there is no indication of a process to insure that this expectation is fulfilled. Neither is there an indication of the geographical distribution of board memberships, length of terms, election or selection processes, or indication that bylaws will be adopted to establish policies related to board functioning.

There is little information on the role of parents in the leadership of the school.

There is no indication of the role of the community in the leadership or decision-making processes of the school.

What will be the length of time served by the Board members?

What will be the responsibility of the teacher as far as communication to the parent is concerned? How often will "physical" face-to-face conferences be held? How often will staff meet? What role will student have?

OBJECTIVE 4

Does the application give the mission statement for the proposed open-enrollment charter school?

Average Score 6/10

Strength:
There is a general mission statement, and some indication of the particular curriculum of the school.

Weaknesses:
The mission statement is not inclusive of all students.

The mission statement needs to have some declaration concerning the measurement of student achievement.

OBJECTIVE 5

Does the application provide a description of the educational need for the school?

Average Score 7/10

Strengths:
There is information from US Census and the Arkansas Department of Education related to achievement in surrounding schools.

Charter included good simple ideas and information. More information on the ages of the populations would have been useful.

Weaknesses:
The data presented does not allow for comparison on a school, district, region, state, or national level.

There is no indication of how the school will specifically address the needs of students who are not succeeding in traditional school settings.

The application should have provided additional research. Only census data and mean score data from one assessment tool were used.

OBJECTIVE 6

Does the application describe the educational program to be offered by the charter school?

Average Score 5/10

Weaknesses:
The information offered on the curriculum/educational program of the school is minimal.

The reliance on instructors from other countries and "computerized distance learning" is a concern. The concept of integrated curriculum is potentially powerful, but as presented here, it may be necessary to devote some more thought to the practical aspects of such a process.

Leadership is a valuable goal. However, it is unclear how students in grade 12 will move their leadership into the community to be mentored. Act 675 requires students to have 360 minutes of instruction per day unless granted a waiver. How will travel, even travel abroad be reconciled with requirements for instruction and graduation credits? These issues are not adequately addressed.

A comprehensive program of study was described in the charter application. The pedagogy described in the application was very general, at best. A more complete description of the curricula with research based, methods of instruction should be included in the application.

There no interval time between afternoon classes? Are they in one room?

What time does instruction actually begin? Charter must ensure 360 minutes of instruction per day. What is "H/S" on 6th grade schedule? Charter needs to document all courses and subjects that are integrated, and show what class period they will be integrated. Caution needs to be taken in documenting what and when the frameworks associated with specific courses are covered in lesson plans.

Consideration needs to be given to a more frequent evaluation process to assess daily student achievement.

Charter may need to seek approval for courses designed for college credit. Some assurance also needs to be given to ensure that the probable college courses are not remedial in nature. The courses in question are Accounting I, Biology, Internet Research and Algebra I.

Charter should keep in mind that law and Standards require regular courses as well as AP courses.

There are a total of 9 Career and Tech (C&T) courses required. Charter may need to consult with Workforce Education regarding some of the coursework listed to ensure that these courses are acceptable. What about Keyboarding?

Where is the physical activity for grades 9-12?

Summer program appears to be optional from the way it is stated on the bottom of pg 6. How will those who elect not to attend receive instruction in Drama/Oral Communication?

What is the exact number of days charter will be in session? Charter needs to be more specific on daily schedule i.e. what is "day prep"? Schedule should include course specifics, as well as, time specifications i.e. (per day/per week for art and music for 7th & 8th grades)

Be mindful that if Charter is incorporating courses, it will need to document thoroughly those courses that specifically require a certain amount of time. Lesson plans will need to show when, how long, and which frameworks were covered.

There is a concern regarding incorporating subjects because they are often not covered or not covered adequately. Charter wants to ensure that the frameworks associated with the required subjects are well documented when incorporating. Charter needs to be aware of the health frameworks that must be covered and the requirements for physical education/activity.

It is unclear as to what the student/teacher ratio will be. When will remediation be instituted? Remediation does not count in core instructional time.

There is a concern that Charter doesn't rely so much on the online services & distance learning courses. Are there any assurances that the students will receive the one-on-one assistance from a human being with constant physical contact from teacher? Though the Charter notes that it will use a blend of traditional classroom instruction, interactive compressed video, web-based training, and distance learning, no mention is given as to how much time students will actually get with a teacher.

OBJECTIVE 7

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Average Score 6.5/10

Strengths:
The Charter identifies a value-added/growth model for individual student achievement.

Achievement at or exceeding state averages is a reasonable goal.

The application contained the information required to meet the objectives. State mandated test, along with informal/formal assessments were included in the description. Additional assessments above the required assessments were addressed.

Charter gives considerable thought as to why students drop out of school and the importance of altering their program if necessary to address needs in this area. This is a concept many public schools often to overlook.

Weaknesses:
School will seek waiver from AYP for 3 years.

Inclusion of secondary indicators and demographic indicators allows for more comprehensive comparisons between and among schools/districts and the state.

Please identify the Complete Battery referenced on this page.

The analysis of parental motivation/involvement is not appropriate for this section.

What will be the immediate resources of assessment other than test scores from classroom instruction? A major area of concern is placing a child in a situation of having gone a whole semester or year without being able to grasp concepts or

objectives. What exactly are the 1st year immediate goals for the charter, or even 1st 6 months? Is there going to be a tool in place to monitor weekly or bi-weekly progress for areas child was not proficient in? How will any areas of needed improvement be communicated to the parents?

Goals appear to be specific for 3rd year and above range. Charter should consider immediate goals that can provide consistence monitoring which is crucial to academic success.

OBJECTIVE 8

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Average Score 5/10

Weaknesses:
Information presented in this section does not appear to address the question of curriculum alignment. There is an assurance p. 10-11 regarding APEX and curriculum framework alignment. This is insufficient evidence that a process is in place.

The application gives the description of the curriculum that will be used, but does not describe the process to which the curricula will be developed. The application describes more of a program than a process, and does not explain the local process that will ensure the alignment, other than a statement stating that it is aligned to the frameworks.

It is not clear that the Charter understands what aligning the curriculum really means. Allowing an outside entity to align their curriculum does not insure that the alignment process will be done accurately as process itself is not described. How often will the teachers meet to ensure all elements are covered? How will Charter ensure that frameworks are not "left out" or "looked over"?

Staff development will be critical to ensure teachers teach the aligned curriculum. What are the staff development expectations for staff? What safeguards will be in place to ensure that the curriculum alignment is being done correctly?

Social Studies and Science are in the process of review. Charter will need to have protocol in place to stay abreast of changes in all areas of the frameworks.

OBJECTIVE 9

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Average Score 8/10

Strength:
Appropriate data for Humphrey is provided.

Weaknesses:
Although Pine Bluff is identified as one of the surrounding school districts, no information about Pine Bluff students choosing the School of Excellence is provided.

Charter may want to be more specific on types of industrial or agricultural businesses as mentioned.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 9/10

Strengths:
A plan for developing and presenting the annual report is included. Most of the required components for the annual report are present.

The documentation in the application provided a detailed process that the Charter school will use to keep the public, parents, and State Board of Education informed as to the progress the Charter is making in meeting academic performance objectives.

Weaknesses:
How often will this information go out? Accountability is much greater and expectations are definitely higher since the passing of No Child Left Behind. How often will parent/teacher conferences be held? Will academic progress be reported orally or in writing to parents, weekly, bi-weekly, or only at the end of a reporting period?

Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should be involved and Charter should institute a level of accountability to assign responsibility to each party.

OBJECTIVE 11

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can

be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Average Score 7/10

Strengths:
A statement that no student will be denied admission based on race, ethnicity, national origin, gender or disability is included.

Attached letters of commitment (compacts) are required of all parties.

A random selection process is included.

Weakness:
A detailed plan of action needs to be included in the application explaining process if number of students enrolled is lower than recruitment expectations. Only a statement that describes a random selection of students if more than 160 applied to the charter school.

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 5/10

Strengths:
The Charter identifies the personnel in key positions and includes job descriptions and qualifications of individuals.

Charter did a good job on descriptions of duties and qualifications. Sixty college hours is now required for paraprofessionals and aides.

Weaknesses:
Charter states that it will not require teachers to be to be certified. No indication of what is meant by "bachelor's degree or equivalent" is included. Charter needs to remember that teachers of those students with disabilities identified under IDEA must be certified.

There is an indication that the school "will pool with the Charter School Resource Center Service Consortium to meet the requirements for special education services and supervisor." It is unclear as to what this means in terms of employee qualifications, availability, and ultimately to whom they will be accountable to for providing the appropriate learning environment for those students identified under IDEA.

Budget information is not complete. It is difficult to ascertain the number of positions and types from looking at the budget. As many of the students may be

"at risk" a full-time counselor would be of benefit. A counselor would also assist with academic issues, testing, guidance plans as well as counseling duties for the children.

What about a special education position? Does the number of teaching positions match amounts allotted in the budget? Charter should specify which position goes with which salaries in the budget.

Based on descriptions for teachers, they will each teach all subjects. Charter may need additional professional development (PD) and more monies budgeted for PD.

The Business Manager was not included.

OBJECTIVE 13

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Average Score 5/10

Strengths:
The duties of the administrative and financial secretaries are identified.

The application provides documentation showing the process and timelines of budget approval by the charter school. The documentation shows the required elements being complete and meeting the objective.

Weaknesses:
The actual process for day to day operations, including purchase order placement, approving of expenditures, signatures for checks, approval or rejection of large purchases or contracts, and prioritizing budgetary allocations is not clear.

Budget is incomplete and appears to be missing pages.

Will there be a checks and balances system for purchases? How often will the financial report be presented to the Board-just end of year? Will reports be done to the board orally or in writing?

Will the Board only get involved if purchases are over $10,000? What about purchases of $5,000? Will only require 1 signature be required for those? Charter needs to explain the process of how purchases and requests are to be handled.

Comments from the Finance Department:
The application states the Administrative Secretary will "file data as state and federal regulations mandate, enter date into APSCN". This is vague as to which regulations and which data. If this refers to financial data, the position should

include extensive trainings. The job description for the Financial Secretary also includes "enter data into APSCN". There is no mention of providing training nor of requiring APSCN experience for this position.

The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all district transaction information to the APSCN network in a compatible format and in sufficient detail as required by the department.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score 6/10

Strength:
The application explained the annual and programmatic audit manners.

Weaknesses:
Will Charter conduct any (quarterly/bi-monthly) internal audits? How often will these take place? Who will be responsible for completing them? Will a report be presented to the Board? How often will financial transactions or reports be presented to the Board? How will the reports be presented, orally, or in writing?

Information given was not really a description as to HOW the audit will be done. It is more of what the Charter will do with the results. Further explanation is needed.

The application states a state auditor will review the financial affairs of the Charter School. There is no description of a review procedure for the financial audit.

OBJECTIVE 15

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Average Score 7.5/10

Strength:
APSCN software has been installed and will be used. Training for employees is scheduled.

Weaknesses:
The statement itself is not included. However, the applicant has contacted Kathleen Crain concerning the use of APSCN and training of employees. The School Director will be responsible for staying current on APSCN issues. The application also states the School "will be using SIS Program, Power School for data". This is vague as to which data (financial or student) they are referring, and what interface with APSCN the School intends to use.

Charter must ensure that it will participate in APSCN for data reporting. When is this training scheduled?

OBJECTIVE 16

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please 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 charter school will be located,

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

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

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

Include a statement that the facility will comply 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. 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.

Average Score 5/10

(See additional comments on the actual proposed site review by the Facilities Department. The average score above is not reflective of the site review.)

Strength:
The relationships between and among parties is addressed in general terms.

The application provides full disclosure of holding company's management and their commitment to providing housing, which meets or exceeds state and federal regulations. There needs to be a statement of assurance within the application concerning IDEA regulations

Weaknesses:
The description of the building is vague and incomplete. A basic floor plan is attached to the application.

There is a facilities usage agreement with a stated lease of $5,000 per month. However, the budget does not indicate an expenditure line for rental or facilities. The budget may be incomplete.

This rental agreement is very expensive especially for this area. Is this a lease or a lease for purchase? This area needs clarification.

What other rooms will be available? Will there be a kitchen area? Will there be appliances available? Can accommodations be made for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available? Staff would benefit as well.

Whether it is a lease or purchase, charter should make sure this expense is in the budget.

Charter needs to make assurance statements regarding owners of property and their relationship to the school director, school board, etc.

Is there any businesses in the area of the school that would cause concern for safety of children?

Site Report by Facilities Department

1. **Charter School**: School of Excellence

2. **Location**: 51 Wilson Lane Humphrey, AR 72073

3. **General Observation**: No general observations could be made of this facility. It is intended to be a portable, modular building erected on site.

4. **Academic Suitability**. The proposed layout of the facility is for eight classrooms, administrative space, and restrooms which are quite a bit smaller than the state's mandated requirements for a program for grades 6-12.

5. **ADA Accessibility**. The facility, when constructed, must meet ADA standards.

6. **Life Safety Codes**. The building, when constructed, should be required to meet all of the most current life safety codes.

7. **Conclusion and Recommendations**. No plans, drawings, or facility were available for review. For these reasons we can only conclude that if the building is constructed to meet the state standards that it will be suitable for the academic program. While it is recommended that portable buildings not be used to house permanent facilities; it is understandable that this is the most expedient way to meet these facilities needs.

It is the responsibility of the renter (applicant) to get a clearance from the lessee (building owner) that the facility to be utilized is free of problems with asbestos and lead based paint.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 5/10

Strengths:
E. Charter will be located in a new facility constructed in Humphrey, AR. Charter School appears to have a current 501 (C) (3) designation by the IRS. Local restaurant has agreed to provide meal service at reasonable cost. Breakfast and Lunch were included in Student's Daily Schedule.

Weaknesses:
Vague description all programs.

A. Would like the charter to reconsider having a full time counselor or alternative to stay in touch with the needs of students? There should be more mandatory contact with students either via small group sessions or classroom settings. Will

contracted personnel be available immediately for unexpected needs or situations that may arise?

B. How will the Charter meet the every day immediate health needs of students? What about students who take daily meds? What about situations where a student has headache, stomachache or fever?

C. Has the charter considered books a "classroom library" for daily use in classrooms? How often will students be able to go to the Stuttgart Library? How far away this Library? How will library services be rendered? Can the charter establish "classroom" libraries with a minimum of books per classroom? Who will be responsible for the media curriculum? When will remediation be instituted, as remediation does not count in core instructional time?

E. No contact with ADE CNU for Rules and Regulations concerning Food Service operation. Charter did not budget any program expenses for Child Nutrition Program. Will there be a kitchen area? Will accommodations be made for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available? Staff would benefit as well.

F. The applicant provided an assurance that special education and related services will be provided. However, the budget submitted does not provide for the provision of services. Although reference is made to "shared services" from the Consortium, there was not evidence to consider on what those services will consist of other than access to a supervisor and the SEAs database. Instruction and the related services plan require further development.

The plan for a continuum of special education placement is unclear. Applicant simply states support services will be contracted, and uses "can be" to indicate services can be arranged. It is recommend letters of support be obtained from area providers, see 16.X1-16.03XIC.

Recommend 6-17-203 to eliminate excessive suspension and expulsion based on disclaimer on proposed " commitment letter" implying that the student can be returned to his/her home school, which can also result in an unintended "reject" policy during admission.

Charter implies classes and services for special education will be contracted, however, no plan is included as to how this will be done.

G. No acceptable response regarding Alternative Education. What if student gets needs home instruction assistance?

H. It sounds as though Gifted and Talented will be incorporated into lessons. This information will need to be well documented via lesson plans or some other

means. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

OBJECTIVE 18

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Average Score 6.5/10

Strength:
Parents sign a compact with the school. Parents are surveyed and teachers might ask parents to visit classrooms, chaperone field trips, participate on the governing board, and join Friends of the Humphrey School, a support group for the school.

Weaknesses:
This does not represent substantial involvement in the school, with the exception of possible participation on the governing board. However, the voting status of such a position is not indicated.

The charter school's application only listed a parent commitment form that would be signed. A more detailed plan concerning parental involvement is needed.

What additional effort will Charter take to ensure the parent will actually take part in the education of the child? Good contractual agreements. Charter could encourage the parent to be a part of at least 1 committee or membership in PTO.

Consistent, frequent communication will be vital via phone, e-mail, conference, weekly notes, fax, letter, etc. One goal of the Charter was to increase parent and community involvement in educational process. How will charter do this? What are the strategies the Charter will use to fulfill this purpose?

How will charter accommodate the needs of parents who are unable to attend events/conferences?

OBJECTIVE 19

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. ***Does the application provide a brief description of the need for each waiver requested?***

Average Score 9/10

Weaknesses:
A major concern is how will the Charter make an effort to abide by the intent of each of laws for which they are requesting a waiver?

Charter did not request waiver from uniform grading scale. Charter needs to put a plan in place to ensure that grades will not be inflated.

Is Charter saying it will not have written contracts at all for teachers? Charter may need some type of written agreement with number of hours and other expectations.

Charter should further define "well qualified" (page 18) and "qualified" (page 19). What will be criteria for hiring teachers?

In some schools the nurse or counselor cover parts of the health and PE Frameworks. Who will cover these areas of the curriculum and how will they covered by the Charter?

Make sure specific curriculum requirements that Charter is electing to incorporate will be well documented via lesson plans. Charter will need to have a process to document which frameworks were taught, when they were taught, and how they were covered.

No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel-cosmetologist, welders, cashiers, doctors, however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurance regarding protection of students with background checks for visiting and contracted personnel.

As far as Board members and their terms, what if there are 20 that desire to serve on the Board?

OBJECTIVE 20

Does the application provide a written evaluation describing the potential impact of the proposed 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?

Average Score 8/10

Strengths:
The information presented is clear and concise.

Weaknesses:
Charter did offer statements of assurance regarding the makeup of the charter but more detail is needed on how this will be done.

The application provides a general statement as to the impact the charter school will have in terms of complying with court orders and statutory obligations regarding desegregation.

LEGAL COMMENTS

1.) p. 8, Application: Little supportive data or rationale is presented to explain how the school's students will meet the listed goals for improvement on the State-Mandated Assessments and Longitudinal Student Performance Goals. (See Ark. Code Ann. § 6-23-201 (b)(2) and (3)).

2.) p. 9: "School of Excellence will participate in a Charter School Consortium to utilize a combination of APEX Distance Learning and Plato".

The proposed curriculum may run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the ADE only fund charter schools which utilize Internet or distance-based learning technology as a "supplement" to the school's traditional classroom setting. The applicant will need to articulate how much of the proposed curriculum will be delivered by Internet or distance-based technology, so that the Act 77 issue may be fully addressed.

3.) p. 13: "Applicants with any felony convictions or with a misdemeanor or felony conviction of violent or sexual crimes will not be considered hirable."

Hiring procedures for certified and non-certified employees must comply completely with the requirements of Ark. Code Ann. §§ 6-17-411 and 6-17-414, respectively. The requirements of these Code sections can neither be modified nor waived.

4.) pp. 14-15: The application indicates that a portable building will be constructed by M Space Holdings and transported to the school site and erected. There is no express statement that the facilities will be compliant with the requirements of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA).

The facilities will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

5.) Waivers:
a.) Ark. Code Ann. §§ 6-17-401 and 6-17-902:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning Support Services, Guidance Counseling, Counselor, Media Services and Nurse:

These waivers will not be permissible, as they concern Standards, which are required by law (Ark. Code Ann. § 6-15-202 (b)(2)).

c.) ADE Rule Governing Minimum Schoolhouse Construction:

This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

d.) The waiver requested from the provisions of Ark. Code Ann. § 20-7-135, concerning the Body Mass Index results, cannot be granted as the Code section in question is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). (See Ark. Code Ann. § 6-23-103 (1)).

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 129.5/200

The schedule for 8th grade indicates that Biology and Algebra 1 will be taught at this grade level. There is no indication that approval from the ADE will be sought.

The budget does not seem complete. In particular, there is no budgetary item for facility lease.

The budget template is attached. The proposed salary schedule is attached.

Will all teachers provide instruction in all core subjects? If so, teachers may need additional professional development time and monies. Charter may want to be mindful of Supplemental Educational Services requirements for students who aren't proficient. Remediation may not be an option, but a requirement. Courses taught is the requirement which means students must be enrolled and receiving instruction.

Charter should be sure to count half days as such and ensure that a full day is 360 minutes of instruction.

Is Charter eligible for Title V or Neglected and Delinquent funds? Charter may want to explore this as an avenue for funding for additional services.

Will there be any instructional aides? Be mindful of 60 college hour requirements for paraprofessionals.

Budget should show number of students and teachers so that class ratios can be determined. Charter will need to clarify specific positions to salaries in the budget. For instance, under Administration, it shows 3 positions but does not clarify what three positions will be listed under Administration.

Charter may need to correct or make adjustment in the budget.

Concerned regarding 501C3 status of School of Excellence.

There is no mention of music and health for 6th & 7th grade. There is no mention of art, music, and health for 8th grade. Charter needs to all core subjects are covered. Clarification is needed on courses for college credit.

Will workforce education count as a Language skills discipline to meet the career and tech course requirements? Charter should check with Workforce Education for verification of this.

Remember that any courses the charter is choosing to incorporate should be well documented and may require prior course approval.

Though the Charter Entity/Board/Director may partner with outside sources to assist with the charter programs, it needs to be clearly understood that the sole responsibilities for <u>all</u> areas of compliance are that of the Charter Entity/Board/Director. This cannot be delegated.

School of Excellence
Humphrey, AR
November 26, 2006

Dear Mary Ann Brown:

We received our evaluation of our application on Friday, Nov. 16, 2006 and would like to respond to each objective and weakness.

Objective 1

We were instructed to provide evidence of the meeting according to the charter application. We will be glad to provide information on board members present. Founding board members present at public hearing were President Vicky Wilson, Treasurer Tammie Davis, Richard Wilson, and Cecil Brown.

A letter of support from Humphrey was included in the application.

Sign in sheet and minutes were done for the public meeting but were summarized for the application, but will be glad to show evidence of these documents if needed. They were not included in the original due to lack of space. "No opposition was expressed" means that everyone at the meeting was in favor of the school. In fact, the parents were so enthusiastic that they were afraid that their child would not be admitted.

Objective 2

Mileage from Humphrey to Marvel is 57 miles, to Dumas is 62 miles, to Star City is 52 miles, and to McGehee is 80 miles according to an Arkansas road map. Due to the length of time to travel these roads, we did not consider that students would travel that distance. The mileage to Clarendon is 32 miles, but they would have to come through Stuttgart and across a narrow bridge. According to Rules and Regulations Governing Charter Schools 8.04 "Each open-enrollment charter applicant shall send a copy of the application to all public school districts in which enrollment is **likely** to be affected by the charter school."

All notices did meet the size requirements and newspaper pages were submitted as original copies. We did scan the others to make copies. I'm sorry that not all the copies were legible.

We did not send notices to Clarendon, Marvel, Dumas, Star City, or McGehee. We did send notices to Dollarway since Altheimer was consolidated into Dollarway. Notices of public hearings were published in Daily Leader of Stuttgart, Era Enterprises of DeWitt and Pine Bluff Commercial, a newspaper which is circulated area wide.

RECEIVED
NOV 27 2006
CHARTER SCHOOL OFFICE

Evidence on mailing of letters to superintendents can be produced if needed.

Objective 3

Process for selecting board members after the first board is included in the second sentence of the application under objective 3 on page 4.

Parents are a part of the governing (corporate) board with full voting privileges.

Community members are chosen by the founding board originally then later chosen by the corporate board.

Board members will serve as long as desired.

Parent/teacher conferences will be held twice a year (see school calendar), the staff will meet monthly. This is not part of the governing process, please see objectives 6, 7, and 8.

Objective 4

Our mission is all inclusive of all students. We do not see limitations for our students despite high poverty and current below average scores. We must set our standards high.

Measurement of student achievement is covered in objective 7

Objective 5

The data presented in the first two paragraphs on page 6 provide need without reference to comparisons with other groups.

School of Excellence will specifically address the needs of students who are not succeeding in traditional school settings, which are the majority of our students, please see objective 6 and 7 in the application.

While the School of Excellence appreciates the opinion of the ADE, we believe that the given data indicated need for change. Since then, we have gathered more data and it establishes need based on current poor academic standards in schools surrounding us.

Objective 6

I was trying to be as concise as I could be due to space restrictions.

Instructors from other countries will also be educators. We believe that an integrated curriculum is a very proven and powerful tool and can be implemented.

See daily schedule. Students will have 400 minutes of instruction per day vs. the requirement of 360 minutes a day. Travel is in addition to extra instruction; travel is not a requirement for graduation, but a supplement as an application of previously learned material.

We did not use the word pedagogy, but we feel that our teaching/learning methods are very systematic and increase in difficulty (see daily schedule). We have researched over 10 models of curriculum and found that most successful strategies employ a form of engaged learning. Accelerated Schools from Stanford is closest to what we had envisioned, but it is expensive, therefore, we did not mention it in the application. School of Excellence is using Smart Core Curriculum from the state standards as a minimum requirement. We have looked at Accelerated Schools curricula for gifted and talented and will be using a lot of these time tested strategies from Stanford.

There are 5 minutes between all classes, see Daily Schedule. Sixth and seventh grade are in one room each. 8-12 grades rotate between English room, science room, math room, computer room, foreign language room, and history room.

Classes begin after day prep and continue – 400 minutes of instruction time per day. See Daily Schedule. H & S on 6th grade schedule is health and safety per smart core curricula. We showed the separated time for integrated classes on the daily schedule so it would be easy do devote allotted time per subject for learning. All frameworks will be carefully documented per project.

See evaluation section

AP and IB courses will be accredited at Early College Programs: Economics and Chemistry in 11th grade and Calculus and English in 12th grade. See #5 under Commentary of Schedules

The requirement for workforce education is presumably described in 9.03.4.9 of the standards under career and technical education. These are business, computer applications and second language instruction. They are in three separate areas and have at least three units each. All three areas lead to increased employability without college instruction. Keyboarding is part of computer studies in 6th grade.

Physical activity in ninth grade is MWF 1130 to 1210, see Daily Schedule. Standard 9.03.4.8 states 1 unit of physical education is required for grades 9-12.

Oral communication and drama is offered from 1310-1400 in 12th grade – see Daily Schedules. Note standard 9.03.4.1 requires 1 unit oral communication or ½ oral and ½ drama

School of Excellence will be in session for 87 instructional days in the fall 2007 and 91 instructional days in spring 2008 for a total 0f 178 student days. See calendar. Day prep is a preparation time for classes and/or teachers. 7th grade visual art is 0940-1030 MWF

see standard 9.03.3.6. Music and art will be incorporated in the social studies and foreign language in the eighth grade.

Objective 7

We are not sure what AYP is.

Complete battery scores are commonly reported on norm referenced tests (see NORMES web site).

Plato and APEX both provide continual assessment of progress, course quizzes, homework and exams will also provide immediate assessment of classroom instruction. Areas of needed improvement can be communicated by teacher to parent notes on a daily basis as needed.

Immediate success of students can also be determined by data kept on Power School – SIS program.

Objective 8

We are using the Arkansas Curriculum frameworks as our basis. Everything else we are using is a supplement. APEX is already aligned to the Arkansas Curriculum frameworks.

Each teacher will make sure that course covers all topics outlined by the Arkansas Curriculum frameworks. Personal development days will also be used to make sure the overall curricula plan is properly aligned for each semester. The school director will ultimately make sure that no frameworks are left out or overlooked.

The curriculum committee consisting of school director and experienced teachers will review each course for proper curriculum alignment and keep abreast of new requirements. Consultants will be used as needed to help maintain alignment.

Objective 9

We do not anticipate very many students coming from Pine Bluff due to the distance. We do anticipate some students (less than 5%) to come from the old Altheimer area which is now consolidated to Dollarway.

Industrial and agricultural businesses in the surrounding area includes: Riceland Foods, Producer's Rice Mill, Lennox (air conditioning plant), farm implement equipment companies, seed companies, chemical companies, poly tubing company, laser land marking companies, biodiesel company, and experiment research stations for rice, soybean, and fish.

Objective 10

The annual report will be given out once a year. Parent teacher conferences will be held twice a year. (See calendar) Academic progress will be reported to parents in writing by a report card 4 times a year. If a student is in academic distress, the parent and student will be conferenced as early as possible and tutoring sessions with volunteers will be arranged.

In a smaller setting such as School of Excellence, each teacher, student, parents, and community volunteers will be communicating and working for the success of each and every student. All facets of a student's life will be known and developed to the student's maximum potential.

Objective 11

The plan of action if enrollment is less than 120 students is as follows: we will advertise in the newspaper, word of mouth, and letters to the prospective student list with follow-up phone calls. There is some flexibility in the budget to modestly undershoot the initial enrollment, and every plan must be modified in the face of real world developments. It should be noted that the letter contesting our charter from the DeWitt school board estimated a drop in enrollment consistent with our projections of enrollment recruited from DeWitt.

Objective 12

We have joined a Charter School Resource Center Service Consortium to meet the requirements for special education services and supervisor. As students are identified under IDEA, then the supervisor will determine the student's learning environment and a contracted certified teacher will meet those expectations for each individual student under IDEA.

See budget line 33 for separate special education salaries. Budget for guidance service and health services are addressed in lines 56 through 71.

We do not see a need for a full-time counselor at this point. A counselor will develop guidance plans for each individual student and individual portfolios will be kept. All personnel will be familiar with the individual portfolios. A counselor will also be "on call" as needed for unexpected needs.

Teachers are facilitators of learning. They will only facilitate within their area of expertise. For example, science teacher, math teacher, etc.

The School director, financial secretary, and the governing board will manage the business of the school. See objective 13

Objective 13

Due to the limitation of the charter application, summaries rather than details were given. Financial secretary and the School director will sign all purchase orders, approve expenditures, sign checks, approve or reject purchases or contracts within budgetary limits. Any expenditure over $5,000.00 will require 3 bids and a presentation to the governing board for approval.

Budget submitted was complete as outlined in the application requirements. Each line is numbered.

Written financial reports will be presented to the governing board on a monthly basis. (See page 14 of the application)

Requests from teachers and staff will be presented to the financial secretary; if budget allows then a purchase order will be used requiring signature of financial secretary and school director. If cost of purchase is over $5000.00 then 3 bids will be required and approval by the governing board.

APSCN training is covered on page 14, objective #15

Objective 14

We have a check and balance system already in place on a daily basis between the financial secretary and the School Director. The governing board will do random internal audits and monthly review of the written financial statements (see objective 3 in the application)

According to the Rules and Regulation Governing Charter Schools 12.03 "The submission to an annual certified audit as required by Ark. Code Ann. &6-23-101 et seq., shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines." 12.04 "All open-enrollment charter schools . . . .are subject to an audit of the receipt and expenditure of state financial assistance by the Division of Legislative Audit in accordance with Act 958 of 2001." We will comply with these rules.

Objective 15

Power School SIS program is a data crosswalk student information system used by the Walton Foundation. They have had tremendous success in assisting with student evaluations through the use of this system.

We have not asked for a date for APSCN training but will call them once charter approved and schedule training for July or August 2007.

Objective 16

Again description of the building was summarized due to space limitations. We have a 2 page list of specifications that was faxed to the facilities inspector and a facilities use agreement.

See line 95 in the budget for lease and insurance of the building.

It is a lease with a balloon. We negotiated this price. We had few options in the area of facilities since most buildings in this rural area were considered unsafe for student use.

There is no kitchen - see floor plan. It is a very plain design, but comfortable, safe, and functional. We will look into obtaining a refrigerator and microwave, but our priorities are spending money on education – not amenities.

There are no relationships between owner of property and school director or school board. In fact, Jay McEntyre lives in Little Rock and has investment farms around the Humphrey community.

There are no businesses in the area that would cause concern for the safety of children.

The address is incorrectly listed in the facilities report. It should be 703 N. Division

Objective 17

A. We have access to "on call" counselors if a crisis or unexpected need develops. All of our groups will be small. We have a total of 120 students for grades 6-12.

B. Students who take daily meds will see the nurse on entrance into the school and a health plan will be established as per student health guidelines. Students that become sick at school will be retained in the office until parents can pick the child up.

C. There will be some books in the classroom for daily use, but the Stuttgart Library has agreed to assist with library services so students will not be limited. Book lists can be reviewed and then transported to the school via a courier rather than students going to the library everyday. Stuttgart is a 15 minute drive from Humphrey. All teachers will be trained for the media curriculum. Remediation will be after regular instruction time during team tutorial time (see Daily Schedules) or on-line at home.

E. We obtained a packet of information on child nutrition from the Charter School Conference that we shared with Emily Kibbs who has agreed to cater our meals. See line 108 in the budget for purchased services for food. Students can bring their lunch if so desired.

F. See line items 33-35 in the budget.

I can not find 16.X1-16.03XIC or 6-17-203 in Arkansas Charter School State Laws, ADE Rules and Regulations Governoring Charter Schools, or ADE Rules Governoring Standards for Accreditation of Arkansas Public Schools and School Districts.

G.See teachers letter of commitment regarding home instruction assistance.

H. We will comply with all rules and regulations but we firmly believe that all children are gifted and talented and we will have high expectations for all our students.

Objective 18

All participants on the governing board including parents are voting members with full board member privileges.

See Objective 7 for evaluation of parental motivation/involvement, p 9 of application.

We will consider requesting parents to be a part of a committee or membership in PTO.

See teacher commitment form, attachment 11. See p. 9 of application.

Parents unable to attend events and conferences will be accommodated on one on one as needed basis. This is a small enough school to allow greater amount of flexibility.

Objective 19

School of Excellence has high integrity and morals and will abide by intent of each law that waiver is requested. If expected to improve educational standards then we need the flexibility to think outside the box. If you expect extraordinary results then you are unlikely to achieve them by ordinary methods.

We plan to use a uniform grading scale. Our evaluation methods will ensure accuracy of grading. See application p. 7-9.

School of Excellence will have written contracts with all teachers, administrators, and staff.

See teacher job description, attachment 11, for criteria.

The nurse consultant can give input into health and PE courses and frameworks, but the responsibility is the teachers.

All lesson plans will document which frameworks were taught, when they were taught, and how they were covered.

Workforce education requirements for 7th & 8th grades include business, computer and foreign language courses. See p. 13, objective 12 for statement on all employees' criteria.

See p. 4, objective 3 of application for a description of the governing board. We did fail to put in number of members on the board and terms. There will be 7 board members with unlimited terms. A board member will decide when he/she can no longer serve then write a letter of resignation. Remaining board members will elect a replacement.

Objective 20

Weaknesses and strength conflict. However, see objective 11, p. 12 of the application for more details on desegregated public school.

Legal comments

1.) 6-23-201 is Petition for conversion charter school status. We are applying for an open-enrollment status.

2.) p. 9 of application states that "technology is a strong component of reinforcing or introducing concepts." There will be a teacher to facilitate all classroom activities.

3.) We will follow all laws, rules, regulations, and standards.

4) The building will have disability accessibility and compliant with IDEA.
The facilities will be inspected by the Division of Public School Academic Facilities and Transportation. We have a facilities use agreement and a lease price. Specifications of the building and a David Wahl's name and number were provided to the Facilities inspector.

Biology and algebra I 8th grade ADE approval is being sought through this application.

The budget is complete based on the charter application criteria – every line item is numbered.

Teachers will facilitate instruction in area of training. Remediation will be done based on an individual needs not entire courses specifically for remediation.

School of Excellence is aware of how to count half days and full days of 360 minutes. Note our daily schedule shows 400 minutes of instruction time per day.

Thanks, we will explore eligibility for Title V or Neglected and delinquent funds.

We will have one or two instructional aides and we are aware of 60 college hour requirements for paraprofessionals.

Number of students is line 2 of budget worksheet; teachers are on line item 25. School Director is discussed on p 13 and 2 secretaries discussed on p. 14 of the application.

Unclear regarding comment about correct or make adjustment in the budget.

What is the concern regarding 501 c 3 status? Our status was approved on Mar. 6, 2006 by the Internal Revenue Service. Please see enclosed attachment. The document locater number (DLN) 17053130014005 and Cara D. Franczak (ID# 31452) was our contact person.

H & S is health and safety on the 6th grade schedule, see daily schedule. According to the standard 9.03.3.6 for 5-8 grades fine arts is listed as "visual arts instruction, appreciation, and application; performing arts instruction, appreciation, and application." 6th grade has art at 1305-1400, 7th grade has visual art 0940-1030, see daily schedules. We will add in art/music and health into 8th grade. As noted previously social studies and foreign language will include art and music instruction as will some internet research projects. Courses for college credit are the courses in grades 11 and 12 that occupy 1.5 periods on the schedule are: Economics, chemistry, calculus, and English. These were explained in #5 of commentary on schedules page 28, but I apologize that the color coding did not copy. Four courses in the 8th grade are planned to meet high school standards: accounting I, biology, internet research, and algebra I.

Career and technical education is explained in #6 on commentary of schedules, p. 29. This includes three areas: "computer skills, business skills, and language skills. We have four courses related to computer skills, three more than required by the standards (9.03.4.6). There are six language courses, four more that required by the standards (9.03.4.4) and three business courses."

We are aware that the School of Excellence charter/governing board/school director are responsible for all areas of compliance.

We recognize that we may not be perfect and appreciate any input from the Department of Education to improve the quality of our school. We will continue to consult the charter laws, rules and regulations, and standards, in addition to the Charter School Resource Center and the Department of Education, to enable our school to meet all the standards and provide a high quality education to our students. We firmly believe that we can utilize new technology, proven educational methodology, and the latest research to educate the students of the Delta.

Sincerely,

Victoria Wilson

Victoria Wilson

UNIVERSITY of ARKANSAS
1871

College of Education and Health Professions
Department of Education Reform
Arkansas Charter School Resource Center

15 West Avenue Annex
Fayetteville, Arkansas 72701
(479) 575-4292
(479) 575-4332 (FAX)

30 September 2006

Dear Sir/Madam;

We have worked with the applicant group for the 6-12 school to be known as School of Excellence from the beginning of the application process. The group was made up of educators, community members, and other professionals. The applicant group is intimately familiar with the needs of the area in which they seek to open their school.

The applicant group took full advantage of the consultants offered through the Arkansas Charter School Resource Center in the areas of curriculum, statistics/evaluation, technology, governance, facilities, and finance. Their plan includes membership on the ACSRC Technology Consortium and other shared resources in special education and fiscal services.

The program of study is designed as a tri-lingual, international business model. The languages taught will be Mandarin Chinese, Spanish and English. The school will be based on the Core Knowledge Sequence supplemented with Direct Instruction Math and Reading, and PLATO in the lower grades. Using a blended approach including traditional high school instruction, distance learning, and concurrent college credit, the plan for the older students provides for complete compliance with the 38 core class requirement.

It is our opinion that the plan has been thoughtfully and carefully designed to meet all standards set forth in the Arkansas charter school law, and that the group has the capacity to implement the program as written. We also believe that the applicant group has selected a location in an area with uncontestable need for an education alternative more likely to produce academic success than currently exists.

We respectfully offer our endorsement of this proposal.

Cordially,

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
15 West Avenue
University of Arkansas
Fayetteville, AR 72701

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CHARTER SCHOOL OFFICE

The University of Arkansas is an equal opportunity/affirmative action institution.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 17, 2006

Ms. Amanda Glass
1003 East 2nd Street
Pine Bluff, AR 71601

Re: Notice of Appeal/State Board Hearing
Hope Academy

Dear Ms. Glass:

I am writing to inform you that your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Pine Bluff School District has been received, and a hearing on your application will occur at the State Board's meeting of December 11, 2006. The meeting will begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 9.02.01 of the Department of Education's *Rules Governing Charter Schools*, a copy of which is enclosed.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith

Scott Smith
General Counsel

SS/tw/slr

Enclosure

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Frank Anthony, Pine Bluff School District
Superintendent Thomas Gathen, Dollarway School District
Superintendent Charles D. Knight, Watson Chapel School District
Superintendent Gary Kees, White Hall School District

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CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment charter school.

9.02.01 The local board and the boards likely to be affected by the proposed charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the charter school to the State Board. Following the presentations by the public school district boards of education, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed charter schools. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

Pine Bluff
School District
Partnerships in growth
Parents-Teachers-Students

1215 W. Pullen St. P.O. Box 7678 Pine Bluff, AR 71611 (870)543-4200

October 18, 2006

Ms. Mary Ann Brown, Charter Coordinator
Arkansas Department of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

RE: Charter School Vote

Dear Ms. Brown:

This letter is to serve as official notice that the Pine Bluff School Board voted to deny / disapprove the application for an open-enrollment charter school for the following applicant.

- Hope Academy
  There Is Hope For The Children, Inc.
  1021 East 2nd Street
  Pine Bluff, AR 71601

The vote occurred at a regular School Board meeting on Tuesday, October 17, 2006.

If you need additional information, please call.

Sincerely,

Frank Anthony, Superintendent
Pine Bluff School District

FA/fb

Cc: Attorney Scott Smith, Arkansas Department of Education
Amanda Glass, Contact Person, Hope Academy

RECEIVED
OCT 24 2006
CHARTER SCHOOL OFFICE

There Is Hope For The Children, Inc.
1003 East 2nd Street
Pine Bluff, Arkansas 71601
Phone: 870-534-5544 Fax: 870-534-7057 Email: glassgirls03@yahoo.com

October 27, 2006

Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 State Capitol Mall, Rm 305-B
Little Rock, AR 72201

Dear Ms. Brown:

There is Hope for the Children, Inc. has reviewed the letter, received October 21, 2006, from the Pine Bluff School District disapproving the granting of a charter school. There is Hope for the Children, Inc. hereby asks that the letter of objection from the Pine Bluff School District be stricken from the record for non compliance with Arkansas Department of Education Rules and Regulations for Charter Schools. And further, that because of noncompliance, any further petition to the State Board of Education by the Pine Bluff School District be barred.

Arkansas Department of Education Rules and Regulations Governing Charter Schools (Aug 8, 2005), section 8.06 holds that, "The local board shall vote to approve or disapprove the application and [emphasis added] prepare written findings. The results of the vote and [emphasis added] the written findings shall be sent by certified mail …".

No written findings are included in the Pine Bluff School District letter.

Arkansas Department of Education Rules and Regulations Governing Charter Schools, section 8.05 holds that, "…the board of the public school districts …submit any written findings or statements of the board, signed by the board president …".

The letter sent to There is Hope for the Children is not signed by the Board President.

We ask that the State Board of Education move forward in awarding the requested charter to There is Hope for the Children, Inc. If the State Board of Education chooses not to strike the Pine Bluff School District's letter of disapproval from these records, then There is Hope for the Children hereby appeals Pine Bluff School District's disapproval and requests a hearing before the State School Board.

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NOV 01 2006
CHARTER SCHOOL OFFICE

There is Hope for the Children, Inc. has submitted an application that is in compliance with state rules and regulations. And meets all the preferences of ACA 6-23-304:.

6-23-304. Requirements - Preference for certain districts.

(a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.

(b) The state board shall give preference in approving an application for a charter school to be located in any public school district:

(1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;

(2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or

(3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

The percentage of students qualifying for free or reduced price lunches in the Pine Bluff School District is 71% v. the state average of 52%.

The Pine Bluff School District has five schools on year two of Academic Distress and 2 schools on year three of Academic Distress.

The graduation rate at the Pine Bluff School District is only 70%; followed closely by the College Remediation rate, which is 68.2%.

The overall lack of achievement seen for students in the Pine Bluff District is a concern, particularly in the area of math; and an even deeper concern is seen in the achievement gap between black and white students.

2005 Benchmark Exams (% of students basic/below)

		Literacy	Math
4th Grde	African Amer.	73	70
	White	50	60

5th Grde	African Amer.	76	89
	White	59	82
6th Grde	African Amer.	67	83
	White	NA	NA
7th Grde	African Amer.	68	87
	White	38	75
8th Grde	African Amer.	69	93.4
	White	NA	NA

We believe that the charter school proposal submitted will address these issues. Thank you for your consideration.

Respectfully,

Amanda Glass, President
There is Hope for the Children, Inc.

Cc: Frank Anthony, Superintendent

Pine Bluff
School District
Partnerships in growth
Parents-Teachers-Students

1215 W. Pullen St. P.O. Box 7678 Pine Bluff, AR 71611 (870)543-4200

October 30, 2006

Ms. Mary Ann Brown, Charter Coordinator
Arkansas Department of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

RE: Charter School Vote

Dear Ms. Brown:

This letter is to serve as official notice that the Pine Bluff School Board voted to deny / disapprove the application for an open-enrollment charter school for the following applicant.

- Hope Academy
  There Is Hope For The Children, Inc.
  1021 East 2nd Street
  Pine Bluff, AR 71601

The vote occurred at a regular School Board meeting on Tuesday, October 17, 2006.

The reasons for the denial / disapproval are as follows:

1) Declining enrollment – The district has lost eight hundred (800) students in a three-year period. This causes a financial crisis when trying to provide an adequate and equitable education to our students.

2) After reviewing the application, it is our professional belief that we are better equipped educationally (curriculum, equipment, facilities, and teacher salary) to provide an adequate and equitable education to these students.

If you need additional information, please call.

RECEIVED
NOV 01 2006
CHARTER SCHOOL OFFICE

Sincerely,

Tyra Tyler-Johnson
President, Pine Bluff School Board

Frank Anthony, Superintendent
Pine Bluff School District

FA/fb

Cc: Attorney Scott Smith, Arkansas Department of Education
Amanda Glass, Contact Person, Hope Academy

There Is Hope For The Children, Inc.
1003 East 2nd Street
Pine Bluff, Arkansas 71601
Phone: 870-534-5544 Fax: 870-534-7057 Email: glassgirls03@yahoo.com

November 9, 2006

Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 State Capitol Mall, Rm 305-B
Little Rock, AR 72201

Dear Ms. Brown:

There is Hope for the Children, Inc. has reviewed a **second letter**, received November 1, 2006, from the Pine Bluff School District disapproving the granting of Hope Academy Charter School. As stated in the first letter of appeal, There is Hope for the Children, Inc. hereby appeals the decision of the Pine Bluff School District and adheres to the contents of the first letter of appeal (a copy is attached).

Respectfully,

Amanda Glass, President
There is Hope for the Children, Inc.

Cc: Frank Anthony, Superintendent

RECEIVED
NOV 13 2006
CHARTER SCHOOL OFFICE

Copy - FYI

There Is Hope For The Children, Inc.
1003 East 2nd Street
Pine Bluff, Arkansas 71601
Phone: 870-534-5544 Fax: 870-534-7057 Email: glassgirls03@yahoo.com

October 27, 2006

Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 State Capitol Mall, Rm 305-B
Little Rock, AR 72201

Dear Ms. Brown:

There is Hope for the Children, Inc. has reviewed the letter, received October 21, 2006, from the Pine Bluff School District disapproving the granting of a charter school. There is Hope for the Children, Inc. hereby asks that the letter of objection from the Pine Bluff School District be stricken from the record for non compliance with Arkansas Department of Education Rules and Regulations for Charter Schools. And further, that because of noncompliance, any further petition to the State Board of Education by the Pine Bluff School District be barred.

Arkansas Department of Education Rules and Regulations Governing Charter Schools (Aug 8, 2005), section 8.06 holds that, "The local board shall vote to approve or disapprove the application and [emphasis added] prepare written findings. The results of the vote and [emphasis added] the written findings shall be sent by certified mail ...".

No written findings are included in the Pine Bluff School District letter.

Arkansas Department of Education Rules and Regulations Governing Charter Schools, section 8.05 holds that, "...the board of the public school districts ...submit any written findings or statements of the board, signed by the board president ...".

The letter sent to There is Hope for the Children is not signed by the Board President.

We ask that the State Board of Education move forward in awarding the requested charter to There is Hope for the Children, Inc. If the State Board of Education chooses not to strike the Pine Bluff School District's letter of disapproval from these records, then There is Hope for the Children hereby appeals Pine Bluff School District's disapproval and requests a hearing before the State School Board.

5th Grde	African Amer.	76	89
	White	59	82
6th Grde	African Amer.	67	83
	White	NA	NA
7th Grde	African Amer.	68	87
	White	38	75
8th Grde	African Amer.	69	93.4
	White	NA	NA

We believe that the charter school proposal submitted will address these issues. Thank you for your consideration.

Respectfully,

Amanda Glass, President
There is Hope for the Children, Inc.

Cc: Frank Anthony, Superintendent

There is Hope for the Children, Inc. has submitted an application that is in compliance with state rules and regulations. And meets all the preferences of ACA 6-23-304:.

6-23-304. Requirements - Preference for certain districts.

(a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.

(b) The state board shall give preference in approving an application for a charter school to be located in any public school district:

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(2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or

(3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

The percentage of students qualifying for free or reduced price lunches in the Pine Bluff School District is 71% v. the state average of 52%.

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2005 Benchmark Exams (% of students basic/below)

		Literacy	Math
4th Grde	African Amer.	73	70
	White	50	60

There Is Hope For The Children, Inc.

1003 East 2nd Street
Pine Bluff, Arkansas 71601

Phone: 870-534-5544 Fax: 870-534-7057 Email: glassgirls03@yahoo.com

July 24, 2006

Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Charter School Officials:

This letter is to inform you of There Is Hope for the Children's (TIHC) official intent to apply for an open-enrollment public charter school. TIHC is a non-profit children, youth, and family organization exclusively for charitable, educational, or scientific purpose within the meaning of section 501(c) (3) of the Internal Revenue Code.

The contact persons' information is listed below:

Earl and Amanda Glass
P.O. Box 882.
Monticello, AR 71601
Phone: 870-308-1980
Email: glassgirls03@yahoo.com
Fax: 870-534-7057

Henry and Pear Byers
1559 Old Warren Road
Monticello, AR 71655
Phone: 870-367-1536
E-mail: pearleebyers@yahoo.com

The name of the school will be "H.O.P.E." - Helping Others Progress in Excellence. It will be located in the 4th Congressional District of Pine Bluff, Arkansas.

The purpose of H.O.P.E. Charter School will be to serve at-risk children in grades 4 - 8. The students will be mentored in the educational, employment, and healthy living arenas. The H.O.P.E. Charter School will also provide opportunities for character building, as such that the students will become active, knowledgeable, and productive citizens.

Respectfully Submitted,

Amanda Glass
Coordinator

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Postage	$ $4.05
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $8.30

0655 OCT 08 2006 Postmark Here MONTICELLO AR 71655 USPS
10/05/2006

7006 0100 0006 6643 5873

Sent To Board of Directors / P. Bluff School Dist
Street, Apt. No.; or PO Box No. 1215 W. Pullen
City, State, ZIP+4 Pine Bluff, AR 71601

PS Form 3800, June 2002 See Reverse for Instructions

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Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $8.30

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10/05/2006

7006 0100 0006 6643 5842

Sent To Altheimer School Dist.
Street, Apt. No.; or PO Box No. P.O. Box 640
City, State, ZIP+4 Altheimer, AR 72004

PS Form 3800, June 2002 See Reverse for Instructions

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For delivery information visit our website at www.usps.com®
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Postage	$ $4.05
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $8.30

0655 08 OCT 5 2006 Postmark Here MONTICELLO AR 71655 USPS
10/05/2006

7006 0100 0006 6643 5859

Sent To White Hall School Dist.
Street, Apt. No.; or PO Box No. 1020 W. Holland
City, State, ZIP+4 White Hall, AR 71602

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
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Postage	$ $4.05
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $8.30

0655 08 Postmark Here OCT 5 2006 MONTICELLO AR 71655 USPS
10/05/2006

7006 0100 0006 6643 5880

Sent To Watson Chapel
Street, Apt. No.; or PO Box No. 4100 Camden Road
City, State, ZIP+4 Pine Bluff, AR 71603

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com®
WHITE HALL AR 71602
OFFICIAL USE

Postage	$ $4.05
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $8.30

0655 08 OCT Postmark Here MONTICELLO AR 71655 USPS
10/05/2006

7006 0100 0006 6643 5866

Sent To Dollarway School Dist.
Street, Apt. No.; or PO Box No. 4900 Dollarway Rd.
City, State, ZIP+4 Pine Bluff AR 71602

PS Form 3800, June 2002 See Reverse for Instructions

RECEIVED
OCT 10 2006
CHARTER SCHOOL OFFICE

From: Hope Academy

Re: Applications sent to Pine Bluff Schools

FedEx Express **US Airbill**

FedEx Tracking Number **8596 8988 5175**

Sender's Copy

1 From *Please print and press hard.*

Date 11/15/06 Sender's FedEx Account Number 3332-3106-9

Sender's Name Charter School Office Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B

Dept/Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201-1013

2 Your Internal Billing Reference First 24 characters will appear on invoice. OPTIONAL

3 To

Recipient's Name Amanda Gross Phone (870) 308-1980

Company Hope Academy / There is Hope for the children

Recipient's Address 1003 East 2nd Street

We cannot deliver to P.O. boxes or P.O. ZIP codes. Dept/Floor/Suite/Room

Address

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- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate. * To most locations.

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- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ** To most locations.

5 Packaging

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- [X] Yes — As per attached Shipper's Declaration.
- [ ] Yes — Shipper's Declaration not required.
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1		$ .00

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519

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Signed for by	A.GLASS	**Delivered to**	FedEx Location
Ship date	Nov 15, 2006	**Service type**	Priority Envelope
Delivery date	Nov 16, 2006 4:23 PM		
Status	Delivered		

Signature Proof of Delivery
Click **Request copy of signature** to view delivery information for this shipment.

Request copy of signature

Date/Time		Activity	Location	Details
Nov 16, 2006	4:23 PM	**Delivered**	PINE BLUFF, AR	
	1:42 PM	At local FedEx facility	PINE BLUFF, AR	
	10:05 AM	Delivery exception	PINE BLUFF, AR	Customer not available or business closed
	9:01 AM	On FedEx vehicle for delivery	PINE BLUFF, AR	
	8:23 AM	At local FedEx facility	PINE BLUFF, AR	
Nov 15, 2006	9:57 PM	Left origin	LITTLE ROCK, AR	
	3:45 PM	Picked up	LITTLE ROCK, AR	

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November 15, 2006

Ms. Amanda Glass
There is Hope for the Children, Inc.
1003 East 2nd Street
Pine Bluff, AR 71601

Dear Ms. Glass,

This letter is to inform you of the completion of the evaluation of the application for Hope Academy as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: Hope Academy Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Hope Academy

Eligible entity status:
Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Approved

Comments:
Letter of affirmation provided for 501(3) status attached. Sponsoring agency is There is Hope for the Children, Inc.

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Provide copies of any supporting evidence received.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Description presented for the objective is vague or missing	• Description for the objective is present but lacks detail.	• Description for the objective is complete and details all required information.

Average Score 9/10

Strength:
Sign in sheets attached with a good attendance. Results reflected support in written letters for Hope Academy. Dr. William Braswell and Hope Academy founders - Earl and Amanda Glass - were present and presented proposed school goals, vision, etc.

Weakness:
The application would have been strengthened if presentation materials and the results of questions and answers had been included.

OBJECTIVE 2

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 was met?

A. *The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a*

newspaper having general circulation in the school district(s) from which students will be drawn.

B. *The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.*

C. *The last publication of notice shall be no less than seven days prior to the public meeting.*

D. *Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.*

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 5/10

Weaknesses:
Requirements A - D are not addressed. There is no indication of the dates or newspaper in which the notice(s) was/were published. It is unclear if the 3-weeks prior to the date of the hearing were followed or not. A copy of the article published was provided. The newspaper general circulation is not evident. The size of the font and article are in compliance. Could not determine if the last publication was seven days prior to the meeting.

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 8/10

Strength:
There is a good description of the input of various constituencies into the governance.

Weaknesses:
There is an indication that the community is expected to participate in the curriculum of the school via internship classes, yet there is no indication of how this part of the curriculum will be developed.

Is it protocol for the president to have a longer term than the board members?

OBJECTIVE 4

Does the application give the mission statement for the proposed open-enrollment charter school?

Average Score 8/10

Strength:
The mission statement is inclusive and makes provisions for various student populations.

Weakness:
Mission statement is very long. It needs to be more succinct concerning the mission of the school.

OBJECTIVE 5

Does the application provide a description of the educational need for the school?

Average Score 9/10

Strengths:
The information provided is appropriate and useful. Statistical information from Pine Bluff District comparisons in state and national were provided. The deficiencies in performance in both the Arkansas Benchmark exams and in the Stanford 9 tests are seen to be detrimental to student educational needs. In addition, parents feel uninvolved and unwanted is their support and assistance within the district of Pine Bluff. The application then proceeds to answer objective 6 in the objective 5 section.

OBJECTIVE 6

Does the application describe the educational program to be offered by the charter school?

Average Score 8/10

Strengths:
The process of describing the educational program began in objective 5 and is continued with more attention to specific details in objective 6. Hope Academy cites the Core Knowledge curriculum method per John Hopkins study in 1999. The students to be targeted and served at the school are also mentioned and developed. The PLATO assessment will be used to measure skill acquisition and progress. Hope Academy will also concentrate on "character building" components, parental and community involvement, and zero tolerance of disruptive behavior to empower students to reach their highest potential. Technology is one of the important components in the program as well. Distance learning technology through colleges and universities will be utilized. Remediation programs will be instituted concentrating on test disaggregating to target low-performing areas.

Good student/teacher ratios for middle schools.

Weaknesses:
There is little indication that music and art is included in the curriculum except during the Saturday classes. It is unclear that this will meet requirements in law and standards.

While reading is a fundamental aspect of the curriculum, this part of the application would have been greatly strengthened with more attention to the way in which reading/literacy will be incorporated into other content areas.

Concerned regarding "virtual" library. Reading is imperative to a good education. Can the charter establish "classroom" libraries with a minimum of books per classroom?

When will remediation be instituted? Remediation does not count in core instructional time.

OBJECTIVE 7

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Average Score 8/10

Strengths:
The application provides useful and appropriate information about participation in state-mandated assessments. There is useful information about additional assessments and a longitudinal student performance goal. The goal of meeting or exceeding state averages is a reasonable goal.

Weaknesses:
What will be the immediate resources of assessment beside test scores by teacher? A major concern is placing child in a situation of having gone whole semester without a full understanding of concepts or objectives. What exactly are the immediate goals? Is there going to be any tool in place to monitor weekly or bi-weekly progress on areas child is not proficient in?

OBJECTIVE 8

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Average Score 8/10

Strength
The supplements to the Arkansas Frameworks are mentioned by the Core Knowledge methodology-stating that the Core Knowledge Curriculum is already based upon the Arkansas Frameworks. Supplements in physical education, performing arts, social studies, career awareness, will be provided as well.

Special attention to staff development was mentioned. The Academy provided a very in-depth sharing of information concerning the development and alignment of curriculum

Having several strategies is a plus for the target students, as all students do not learn the same way and at the same rate. Staff development requirements of the Charter meet State's standards.

Weaknesses:
Do teachers meet to ensure all elements are covered? How will Charter ensure that frameworks are not "left out" or "looked over"?

OBJECTIVE 9

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Average Score 8/10

Strength:
The narrative provided pertinent data for this objective.

Weakness:
May want to add graduation and degree obtainment information.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 7/10

Strength:
Progress reports, phone calls, meetings, public reports/brochures, PT Conferences will be used to maintain contact with parents and caregivers. End of year reports to the state department (as published on November 15) will be provided as well.

Weaknesses:
Further development is needed concerning local level communication with parents among administrators and teachers.

There is no indication that items required in the standards will be adequately addressed during this report. When and how will report be presented to parents?

Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should be involved and Charter should institute a level of accountability to assign responsibility to each party.

OBJECTIVE 11

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Average Score 8/10

Strength:
There is indication of non-discrimination in the admission policy and the assurance of a random lottery to fill vacancies if demand exceeds open slots.

Weakness:
More detail is needed regarding admissions policy and the random lottery process.

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 7/10

Strengths:
Qualifications of School Director and Co-Director require administrative experience, although not certification per se. There is an assurance that Benchmark tests will be administered by certified staff persons. Experience is required for Core Subject Teachers, although not certification per se. Counselor is required to be licensed.

Weaknesses:
Qualifications for Core Subject Teachers do not require certification. There is no indication what is meant by "Otherwise qualified".

Qualifications for Teachers' Aides are less than those required for paraprofessionals.

Sixty college hours are required for paraprofessionals and aides. Can the Charter incorporate in the budget to hire a full time counselor? At risk children and children with behavioral problems may need a full time counselor. A counselor will be busy with academic issues, testing, guidance plans as well as counseling duties for the children.

Comments from Finance Department:
The responsibilities listed for the Business Manager does not appear to be comprehensive and does not mention data entry into the APSCN system or use of Pentamation software.

OBJECTIVE 13

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Average Score 5/10

Strength:
Input from various constituencies is assured for the budget.

Weaknesses:
Daily operations are not covered adequately in this section of the application. The processes of purchase orders, inventory tagging and tracking, and approval for purchases over $500 by anyone above the Director (the Board) are not covered. How often will the financial report be presented to the Board?

Comments from Finance Department:
The application states the Academy will use "a regulatory system, not a creative one". That is vague.

The application includes a description of budget implementation/ purchase order system, with only a single signature required on all checks less than $500. The description is a good beginning for formulating a PO Policy.

The application states the proposed budget will be submitted to the Board at the July Board meeting. This deadline will be difficult to meet given State data timelines.

The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all district transaction information to the APSCN network in a compatible format and in sufficient detail as required by the department.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score 6/10

Weaknesses:
How often will these individual site visits take place? Who will perform these site visits?

The application states an audit firm will be hired to write an audit program to form a basis for an opinion on the material accuracy of the financial statements, and to identify opportunities for procedural and operational improvement. it is inappropriate for an audit firm to make recommendations on issues the firm will audit.

Comments from Finance Department:
A system of financial reporting and controls will be in place in compliance with accepted accounting procedures. The school director will plan the budget and the Board of Directors will approve it. Transactions will be by requisition. The business secretary will track the purchase orders. The Director will sign the checks, a co-signature for over $500 will be needed. Financial reports will be reviewed by the board each monthly board meeting. Annual budget, as mentioned, will be finalized by the Board of Directors.

OBJECTIVE 15

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Average Score 6.5/10

Strength:
There is an assurance that the Charter school secure financial software that will interface properly with APSCN.

Weaknesses:
There is no indication of the Student Information System software that will be used or if this software will interface with APSCN. There is also no assurance that student records will be kept confidential.

Comments from Finance Department:
The statement is included. The following statement is added: "Hope Academy will obtain software that will property interface with APSCN..." This statement indicates the Academy is not knowledgeable of Pentamation software.

OBJECTIVE 16

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please 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 charter school will be located,

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply 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. 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.

Average Score 9/10

(See additional comments on the actual proposed site review by the Facilities Department. The average score above is not reflective of the site review.)

Strength

Items 1-4 above are addressed. No relationships are identified. The site will be in compliance with ADA and IDEA within four months. The only items needing to bring the facility into full compliance are wheel chair accessibility in classrooms and restrooms-and in and out of the building are provided. A statement is attached from Pine Bluff zoning inspector stating the permissible use of the facility.

Site Report by Facilities Department

1. **Charter School**: Hope Academy

2. **Location**: 1021 East 2nd, Pine Bluff, AR

3. **General Observations**: The facility observed is an older building located in Pine Bluff. It was formally a commercial metal building structure. It does appear to be in bad condition. The roof is new. There is ample parking on a lot that is off of a paved street. The facility is small as compared to the general standards required for educating the number of children proposed.

4. **Academic Suitability**: The facility is small. It will require work to divide it into adequate classroom and administrative space. In addition heating, air conditioning, and wiring all must meet the current standards.

5. **ADA Accessibility**: The applicant agrees that the structure must meet all local codes including ADA. There is easy access to the buildings. Elevators are not an issue for the one-story building. Bathrooms will have to be renovated in order to meet the codes.

6. **Life Safety Codes**: The applicant understands that the building will have to be configured on the inside to meet the most current state fire codes to include fire alarm, recommended security system, panic hardware and two exits out of each classroom.

7. **Conclusion and Recommendations**: The building presently is not suitable. However, after completion of the work required meeting all the local codes and academic standards, the facility should meet the need of a Charter School.

It is the responsibility of the renter (applicant) to get a clearance from the lessee (building owner) that the facility to be utilized is free of problems with asbestos and lead based paint.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 6/10

Strengths

A. A licensed counselor will be contracted if intervention is needed beyond the scope provided by the faculty and staff.

B. A licensed registered nurse will be contracted and a mental health professional as well.

C. The local library will be used as the media center. Students will provide their own transportation.

E. Charter School appears to have a current 501 (C) (3) designation by the IRS. Lunch Meal service was a consideration when the daily schedule was created.

Weaknesses

A. Will charter consider the full time counselor or come up with an alternative to stay in touch with the needs of students?

B. How will the Charter meet the every day needs of students? What about students that take daily medication or situations where a student has a headache, fever or stomach ache?

C. Books/ reading are crucial to an effective education. Has the charter considered books in the classroom or a "classroom library"? Some concern regarding "virtual" library.

E. On page 28, Charter states, a "kitchen area" is available. Can accommodations be made for students who bring their lunch? Can Charter purchase a refrigerator or microwave to make it available for students and staff? Charter will be located in vacant church facility, may not have adequate facilities. Charter did not offer a pre-selected vendor of meals, may have difficulty. No contact with ADE CNU for Rules and Regulations concerning Food Service operation.

F. Page 9, applicant should be reminded that the child's education program must be "free" with regard to soliciting parents to support the Business Management Scholarship Program, a part of the 8th grade curriculum. Page 12, the applicant suggests that the school will not select certain at-risk students; an explanation of how the process will work will provide the assurance of a clear "zero reject" policy. Services from the Consortium need further explanation; will the services on page 13 and 29, but on-site at the school, web-based, etc? Applicant should review Special Education classroom ratios, in addition to the 1:20, planned. Page 19, to preclude students from being "counseled-out" or rejected, the applicant should select a more neutral practice than asking local districts to identify students and sending select students invitation to participate in the program. The schools staffing does not include any special education staff, will the services be contracted, if so, how will that work? Regarding Pathway to Success Form and

the Family Council, this process will conflict with the procedural safeguards available to parents. More information is needed on Family Council - what is it and how does it work? Further information is need on the Student Commitment Form. The loss of Hope Academy Privileges whatever they are should be listed on the form so we are clear on how this form will be used. While special education funding is included in the budget, the 6 teachers are all Core Subject. The 6-B dollars seem to go to support the purchased services for the Resource Center and purchased services, however, it is unclear what services are to be purchased?

H. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

OBJECTIVE 18

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Average Score 8/10

Strengths:
Parental involvement is addressed in the application. The parental involvement goes beyond fund-raising and chaperoning field trips, and includes input in candidates for teaching positions and curriculum development.

Weaknesses:
More information is needed regarding specifics in this area of participation.

What is the assurance that the parent will take part in the education of the child? Charter could encourage the parent to be a part of at least 1 committee or membership in PTO.

OBJECTIVE 19

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. ***Does the application provide a brief description of the need for each waiver requested?***

Average Score 7/10

Weaknesses:
What specific flexibility is requested regarding grade scale? Charter wants to ensure that grades will not be inflated. Is Charter saying it will not have contracts for teachers? Charter may need some type of written agreement with number of hours and other expectations especially the requirement for classes on Saturdays. Is Charter requesting a waiver from salary minimums for teachers? If

so, more specifics are needed since Charter appears to exceed the minimums (page 31).

No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel-cosmetologist, welders, cashiers, doctors, however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurance regarding protection of students with background checks for visiting and contracted personnel.

OBJECTIVE 20

Does the application provide a written evaluation describing the potential impact of the proposed 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?

Average Score 9/10

Strength
Information presented in this section is clear and concise. There is an assurance that no negative impact on desegregation will result from this school's charter being granted.

LEGAL COMMENTS

1.) P. 28, Application: The application indicates that a building will be leased from There Is Hope Ministry. There is a concern that the Lessee and Lessor are related agencies. Additionally, per Ark. Code Ann. § 6-23-302 (c)(5)(C)), the terms of the facility agreement must be disclosed to the State Board.

The facilities will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

2.) Waivers:
   a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation (Standards Rules):
      - The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's

degree and meet content knowledge requirements if they teach core subjects.

- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning Support Services, Guidance Counseling, Counselor, Media Services and Nurse:
These waivers will not be permissible, as they concern Standards which are required by law (Ark. Code Ann. § 6-15-202 (b) (2)).

c.) ADE Rule Governing Minimum Schoolhouse Construction:
This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

d.) Ark. Code Ann. § 6-17-1001 (Master's Degree - Minimum Salary). This statute has been repealed. Should the applicant wish to request a waiver from the minimum salary schedule requirements, it should request a waiver from the provisions of Ark. Code Ann. § 6-17-2403.

e.) Sections 9.03.3.4 and 9.03.3 of the Standards Rules (concerning the teaching of Arkansas History): This waiver will not be permissible, as it concerns Standards which are required by law (Ark. Code Ann. §§ 6-15-202 (b)(2) and 6-16-124).

f.) Ark. Code Ann. § 6-15-902: The applicant wishes to use the grading scale described by § 6-15-902, but requests "to remain as flexible as possible in this area". If a waiver is granted here, it should only apply to non-core (i.e., elective) courses.

ADDITIONAL COMMENTS AND CONCERNS

Average Score Total 149.5/200

Teacher, parent, and student "success" forms may need statement regarding communication and responsibility of all parties. This will direct accountability for success or failures of the student. Based on the schedules submitted, Saturday

classes will not begin until 2nd semester? Are all students required to attend Saturday classes? If not, how will those students who are unable to attend these classes get instruction in these subjects? Will all teachers provide instruction in art, music and other subjects? Will teachers be specialized and students departmentalized? If so, 5th and 7th grade art/music is being scheduled at the same time.

Charter may want to be mindful of Supplemental Educational Services requirements for students who are not proficient - after school sessions may not be an option, but a requirement, for most students.

What exactly is the total number of days the Charter will be in session (teacher & student interaction)?

Budget shows there will be six teachers (page 45); however, on page 25, it makes reference to four teachers. Clarification is needed.

Is Charter eligible for Title V or Neglected and Delinquent funds? Charter may want to become familiar with these funds as they may bring additional money and services.

The budget is not on the required template. A salary schedule is included.

Though the Charter Entity/Board/Director may partner with outside sources to assist with the charter programs, it needs to be clearly understood that the sole responsibilities for <u>all</u> areas of compliance are that of the Charter Entity/Board/Director. This cannot be delegated.

Procedural Comments:

Documentation was provided that copies of the application were sent to the following districts:

Applications were certified mailed to Board of Directors and Superintendents of Pine Bluff, White Hall, Altheimer, Watson, and Dollarway School District. Proof was submitted to the Charter School Office on October 5, 2006 therefore it is not considered part of the original application.

Letter of review from local board received, DATE 10/31/2006
Denied

ADE evaluation of application completed and mailed, DATE ___

Receipt of applicant's response to ADE evaluation, DATE ___

Letter of appeal to the SBE received, DATE 11/01/2006

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NOV 27 2006
CHARTER SCHOOL OFFICE

Arkansas Department of Education
Enrollment Charter School Application Evaluation

Open-

Name of Proposed School: Hope Academy

OBJECTIVE 2

Score 5/10
Weaknesses:
Requirements A - D are not addressed. There is no indication of the dates or newspaper in which the notice(s) was/were published. It is unclear if the 3-weeks prior to the date of the hearing were followed or not. A copy of the article published was provided. The newspaper general circulation is not evident. The size of the font and article are in compliance. Could not determine if the last publication was seven days prior to the meeting.

RESPONSE: Incorrect. Requirements A-D are addressed in full detail at the top of page 8 of application.

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 8/10

Weaknesses:
There is an indication that the community is expected to participate in the curriculum of the school via internship classes, yet there is no indication of how this part of the curriculum will be developed.

RESPONSE: On page 9 of the application, 8th graders will participate in "internship classes" conducted by local business leaders.

Is it protocol [*sic*] for the president to have a longer term than the board members?

OBJECTIVE 4

Does the application give the mission statement for the proposed open enrollment charter school?

Average Score 8/10

Weakness:
Mission statement is very long. It needs to be more succinct concerning the mission of the school.

RESPONSE: The response included Hope Academy's mission and philosophy; a clearer distinction between the two has been made.

OBJECTIVE 6

When will remediation be instituted?

RESPONSE: Remediation will be instituted during after-school, Saturday, and Summer Sessions. Remediation does not count In core instructional time.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 7/10

Weaknesses:
Further development is needed concerning local level communication with parents among administrators and teachers.

There is no indication that items required in the standards will be adequately addressed during this report. When and how will report be presented to parents?

Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should be involved and Charter should institute a level of accountability to assign responsibility to each party.

RESPONSE: The plan for providing an annual report is listed on page 20 of the application, specifically the last two sentences at the bottom of page 20 and top of page 21.

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 7/10

Weaknesses:
Qualifications for Core Subject Teachers do not require certification. There is no indication what is meant by "Otherwise qualified".

RESPONSE: As indicated on page 31,subchapter 10 of the application; personnel that will be most successful in Hope Academy's program.

Comments from Finance Department:

Weaknesses:
Daily operations are not covered adequately in this section of the application. The processes of purchase orders, inventory tagging and tracking, and approval for purchases over $500 by anyone above the Director (the Board) are not covered.

RESPONSE: Hope Academy will operate it business office by a standard business practice.

How often will the financial report be presented to the Board?

RESPONSE: Monthly.

Comments from Finance Department:
The application states the Academy will use "a regulatory system, not a creative one". That is vague.

RESPONSE: We agree, please change that Hope Academy will use a regulatory system.

The application includes a description of budget implementation/ purchase order system, with only a single signature required on all checks less than $500. The description is a good beginning for formulating a PO Policy.

The application states the proposed budget will be submitted to the Board at the July Board meeting. This deadline will be difficult to meet given State data timelines.

RESPONSE: Hope Academy's Director will present its budget for approval during its September Board Meeting.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

RESPONSE: Hope Academy agrees and this statement was made in objective 15.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score *6/10*

Weaknesses:
How often will these individual site visits take place? Who will perform these site visits?

The application states an audit firm will be hired to write an audit program to form a basis for an opinion on the material accuracy of the financial statements, and to identify opportunities for procedural and operational improvement. it is inappropriate for an audit firm to make recommendations on issues the firm will audit.

RESPONSE: Hope Academy's annual audit will comply with section 12.03 of the Rules and Regulations governing Charter Schools; see comments from Finance Department.

Strength:
There is an assurance that the Charter school secure financial software that will interface properly with APSCN.

Weaknesses:
There is no indication of the Student Information System software that will be or if this software will interface with APSCN. There is also no assurance that student records will be kept confidential.

RESPONSE: There was no request for an assurance of confidentiality, but of course Hope Academy will keep all student records confidential. Again, see Finance Department comment below.

Comments from Finance Department:
The statement is included. The following statement is added: "Hope Academy will obtain software that will property interface with APSCN ... " This statement indicates the Academy is not knowledgeable of Pentamation software.

RESPONSE: Hope Academy will also use Powerschool funded through the Walton Family Foundation that will be bridged to APSCN/Pentamation.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 6/10

Weaknesses
A. Will charter consider the full time counselor or come up with an alternative to stay in touch with the needs of students?

RESPONSE: A part-time licensed counselor will be employed at Hope Academy.

B. How will the Charter meet the every day needs of students? What about students that take daily medication or situations where a student has a headache, fever or stomach ache?

RESPONSE: Hope Academy will appoint office staff persons to assume these

What is the assurance that the parent will take part in the education of the child? Charter could encourage the parent to be a part of at least 1 committee or membership in PTO.

RESPONSE: Noted and Appreciated.

OBJECTIVE 19

Average Score 7/10

Weaknesses:
What specific flexibility is requested regarding grade scale?

RESPONSE: A grading scale that will reflect Hope Academy's high expectations for all students.

Charter wants to ensure that grades will not be inflated. Is Charter saying it will not have contracts for teachers? Charter may need some type of written agreement with number of hours and other expectations especially the requirement for classes on Saturdays.

RESPONSE: So noted and agreed.

No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects?

RESPONSE: Addressed in the Waiver section, page 32.

LEGAL COMMENTS

1.) P. 28, Application: The application indicates that a building will be leased from There Is Hope Ministry. There is a concern that the Lessee and Lessor are related agencies. Additionally, per Ark. Code Ann. § 6-23-302 (c)(5)(C)), the terms of the facility agreement must be disclosed to the State Board.

RESPONSE: These are two separate unrelated agencies.

2.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004,6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation (Standards Rules):

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects</u> .
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438 .

communication and responsibility of all parties. This will direct accountability for success or failures of the student.

RESPONSE: Suggestion Noted.

Based on the schedules submitted, Saturday classes will not begin until 2nd semester? Are all students required to attend Saturday classes? If not, how will those students who are unable to attend these classes get instruction in these subjects? Will all teachers provide instruction in art, music and other subjects? Will teachers be specialized and students departmentalized? If so, 5th and 7th grade art/music is being scheduled at the same time.

RESPONSE: All students will be required to attend Saturday classes. 5th and 7th graders will attend music/art at separate times (submitted schedule will be revised to reflect this oversight).

Charter may want to be mindful of Supplemental Educational Services requirements for students who are not proficient - after school sessions may not be an option, but a requirement, for most students.

RESPONSE: After school will only be an option for those students who are proficient.

What exactly is the total number of days the Charter will be in session (teacher & student interaction)?

RESPONSE: 196 days– Excludes Saturday Classes**

Budget shows there will be six teachers (page 45); however, on page 25, it makes reference to four teachers. Clarification is needed.

RESPONSE: Hope Academy will employ six teachers as reflected in the budget**

Is Charter eligible for Title V or Neglected and Delinquent funds? Charter may want to become familiar with these funds as they may bring additional money and services.

RESPONSE: Suggestion noted.

November 27, 2006

To: Ms. Mary Ann Brown
From: Amanda Glass - Hope Academy

RE: Please find attached to this letter responses to the evaluation of Hope Academy's application for an Open-enrollment Charter School.

Thank You,

Amanda Glass
Coordinator

UNIVERSITY of ARKANSAS
1871

College of Education and Health Professions
Department of Education Reform
Arkansas Charter School Resource Center

15 West Avenue Annex
Fayetteville, Arkansas 72701
(479) 575-4292
(479) 575-4332 (FAX)

30 September 2006

Dear Sir/Madam;

We have worked with the applicant group for the 4-8 middle school to be known as Hope Academy from the beginning of the application process. The group was made up of educators, community members, and other professionals. The applicant group is intimately familiar with the needs of the area in which they seek to open their school.

The applicant group took full advantage of the consultants offered through the Arkansas Charter School Resource Center in the areas of curriculum, statistics/evaluation, technology, governance, facilities, and finance. Their plan includes membership on the ACSRC Technology Consortium and other shared resources in special education and fiscal services.

The school will be based on the Core Knowledge Sequence supplemented with Direct Instruction Math and Reading, and PLATO. Character education will also play a significant role. The program is ambitious, but proven.

It is our opinion that the plan has been thoughtfully and carefully designed to meet all standards set forth in the Arkansas charter school law, and that the group has the capacity to implement the program as written with the help and support of the ACSRC, which we gladly pledge. We also believe that the applicant group has selected a location in an area with uncontestable need for an education alternative more likely to produce academic success than currently exists.

We respectfully offer our endorsement of this proposal.

Cordially,

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
15 West Avenue
University of Arkansas
Fayetteville, AR 72701

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OCT 09 2006
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The University of Arkansas is an equal opportunity/affirmative action institution.

Pathway Community Development Corporation
914 S. Melton
Dermont, AR 71638
870.723.6435

RE: Application for Open Enrolment Charter, Hope Academy

Dear Sir/Madam;

Please accept this letter of support for Hope for the Children Foundation, Inc., whose 501c3 tax exempt status is currently pending. Pathways Community Development Corporation is a nonprofit foundation with IRS determined 501(c)(3) tax exempt status.

Hurley Jones, Director

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ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 17, 2006

Ms. Mechel Wall
2708 Kathy Lane
Rogers, AR 72758

Re: Notice of Appeal/State Board Hearing
Northwest Arkansas Academy of Fine Arts

Dear Ms. Wall:

I am writing to inform you that your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Rogers School District has been received, and a hearing on your application will occur at the State Board's meeting of December 11, 2006. The meeting will begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 9.02.01 of the Department of Education's *Rules Governing Charter Schools*, a copy of which is enclosed.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith

Scott Smith
General Counsel

SS/tw/slr

Enclosure

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Janie Darr, Rogers School District
Superintendent Gary Compton, Bentonville School District
Superintendent Randy C. Barnett, Gentry School District
Superintendent Curtis Spann, Gravette School District
Superintendent Ken Ramey, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District

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STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment charter school.

9.02.01 The local board and the boards likely to be affected by the proposed charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the charter school to the State Board. Following the presentations by the public school district boards of education, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed charter schools. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

Northwest Arkansas Academy of Fine Arts
2708 Kathy Lane
Rogers, AR 72758
479-631-7719

TO: State Board of Education

FROM: Mechel Wall, President
Benton County Charter School Org. Inc.

Date: November 3, 2006

RE: Charter School Petition Review Responses

Enclosed are the responses from the BCCSO Inc. Board regarding the review from the Rogers School Board.

Cc: Dr. Ken James, Commissioner
Arkansas Department of Education

Joye Kelley, President
Rogers School Board of Education

Mary Ann Brown
Arkansas Charter School Director

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The Benton County Charter School Organization Inc. is required to respond to questions or concerns raised by school boards that reviewed the Northwest Arkansas Academy of Fine Arts charter application.

The following responses follow in the order of the Rogers School Board Review.

1. Students who choose to attend an open enrollment charter school populate an open enrollment charter school and there are no boundaries. By nature, all students in the school, Northwest Arkansas Academy of Fine Arts will have extensive involvement in the arts. In an effort to capture the interest and passion for learning we would not advise a student who does not enjoy the arts to enroll in NWAAFA as it would probably not serve that student's needs or interests. We will not prohibit a student from applying who has no interest in the arts, but will point out the obvious reality of what their daily schedule will include.

2. The Benton County School of the Arts has its own school board which is focused intently on only that school, which is much different than most public school boards who oversee a dozen or more individual schools. NWAFA will have its own school board as well, focused only on that one school. This high level of involvement between school board members, staff and administration serves the school and students in a highly effective manner. The founding board, Benton County Charter School Org. Inc. is the same board that holds the charter to BCSA and will hold the charter to NWAAFA if it is granted. BCCSO Inc. is the non-profit organization, which has the legal right to apply for the charter, and has its own duties and responsibilities, and does not micromanage the day-to-day operation of its charter schools.

3. The school's central purpose is its mission. To provide and advance a learning culture promoting personal, artistic and academic excellence for grades 9-12.

4. There never have been founding board members on the school board in the past; there are none at the present.

5. There is a request in the petition for a waiver from the monthly board meetings. This is the reason it states that the board would meet at least quarterly, and the Arkansas Code Annotated number is listed in the waiver section. There will be a very high level of cooperation and communication within the organization and other meetings will be held as needed.

6. NWA Academy of Fine Arts is an open enrollment school and will draw students from a large geographical area. Transportation would be expensive,

impractical and inefficient for a school that only receives half of the funding of regular public schools. Students will have catered lunch and sack lunches as an option and at some point in the future when funding becomes equal to that of the neighboring public schools, we will be able to offer more food choices to the students. Hispanic students will be taught to speak English utilizing a newly released ESL program. It is not listed in the charter because it has just been released to schools and businesses and we are seeking a license to utilize it in our school for students and for evening classes open to the community. This will be finalized only after the charter is granted. Research shows that students from poverty do extremely well when given an opportunity to study the fine arts. They seem to appreciate the opportunity more than wealthy students who are often overindulged by their parents and see private lessons as a hassle. NWAAFA will open doors previously closed to poverty students and we welcome the opportunity to change their lives and hope they see us as a doorway to a different future.

7. The distance learning courses will be offered by a variety of providers, all of which are highly qualified.

8. The distance learning and computer based courses are offered to those students that need and wish to use them. If a student requires remediation, the computer courses are not the only option, just one of several options available. Computer based and distance learning gives every fine arts student the option of working at different hours from different locations to complete the required coursework. NWAAFA students will travel to locations to perform, study and learn and be able to take their classroom with them regardless of the time of day or week.

9. The technology budget is quite detailed and extensive. A team of teachers and professionals who utilize the teacher-leader model will supervise students. We do not use the same model of rewarding or punishing a teacher for the success or failure of a student. We will hire highly qualified teachers for every subject area including the fine arts and are requesting a waiver from teacher certification as listed in the waiver section and on page 27 so we can hire the highly qualified teachers that we will need.

10. Enrollment preferences serve our school the same way it does other public schools. A teacher who has children in a different district is allowed to have their child attend in the district where they teach. Board members and those who serve on committees put in thousands of hours of volunteer labor each year. There would be no way to accomplish much of what needs to be done without our volunteers. The preference insures us that those few students whose parents dedicate untold numbers of hours as volunteers will be assured a seat the next year. There are so few who fall into this category, it will not have a noticeable impact on the student population.

11. Charter schools can request waivers from a number of items and because our role is to be innovative in our approach, often times that means utilizing professionals from the business (and arts) community to best serve the students. Maybe our success will prompt the state to allow other public schools to request waivers in areas such as this in the future.

12. We are requesting a waiver from the Teacher Fair Dismissal Act as listed in the waiver section of the application. The act that is in place prevents a school from acting quickly to remedy a situation where a teacher is not able to pull the load or fulfill required assignments or tasks. The lengthy process of the act does not serve the students well, and it is their interests and needs that will take priority at NWAAFA. As a charter school we are under a microscope on the state and local level and cannot afford to have staff that cannot deliver a quality educational program.

13. A church owns the facility in question. The founding board will purchase it if a charter is granted and will be leased to the NWA Academy of Fine Arts. The church, which uses the facility, will continue to use the sanctuary until school starts or construction prohibits its use. Any additional spaces not used by NWAAFA will be leased out to other community, business or religious organizations. Income from leases will offset the cost of the mortgage on the facility. Leases of this type for Sunday worship are typical of many public schools. All rules regarding display of religious symbols will be observed. The sanctuary will become the performance stage and auditorium.

14. The budget question regarding the lease expense and income is very simple. The lease will cost NWAAFA $20,000 per month and there could be income of $10,000 per month from leasing out unused portions of the building and the auditorium on Sundays. There is no conflict of interest because there is no personal ownership in the facility by any of the foundation members. The foundation will utilize an office at no charge because the foundation will be the owner and will manage the facility.

15. The student counseling needs are met in a different and possibly more effective and efficient way.

16. NWAAFA IS an alternative education program.

17. Bylaws have not yet been created for the school board because there is not yet an organization for them to govern, nor is there a school for them to oversee. Parents will serve on the board, and until we have students, we will not have parents.

18. We are requesting waivers for services that do not directly impact a child's education and usurp parental authority. This responsibility of monitoring a

child's health belongs to the parents, we will support and assist in any way, but are requesting a waiver to not be forced to intervene unless necessary.

We welcome questions of any kind and hope to have an open and amicable partnership with the school districts that are our neighbors. There is a great deal we can share with others and ways we can serve others if given the opportunity. There are some things we will not be able to do, and some things we will do that larger schools simply cannot do. We would welcome a partnership where students can utilize the best of what we both have to offer. We believe that if we all bring our best to the table we will find that the students are better served. The sum of us ALL is much greater than the sum of the parts as independent districts.

For the good of ALL students, let us work together in peace and harmony.

Sincerely,

Mechel Wall, President
BCCSO Inc.

Mechel Wall

Rogers Public Schools

where all belong, all learn, and all succeed

500 West Walnut • Rogers, AR 72756 • www.rogers.k12.ar.us • (479) 636-3910 • FAX (479) 631-3504

Dr. Janie Darr, Superintendent
Mr. Mark Sparks, Deputy Superintendent
Mr. Jim Johnson, Assistant Superintendent
Dr. Virginia Abernathy, Assistant Superintendent
Dr. Jane Webb, Assistant Superintendent
Mr. David Cauldwell, Business Manager

To: State Board of Education

From: Board of Education, Rogers Public Schools Joyce R. Kelley, President

Date: October 24, 2006

Re: NWA Academy of Fine Arts Charter School Review

The Rogers Board of Education has reviewed the charter school petition of the Northwest Arkansas Academy of Fine Arts, as required by Section 5.05.8 of the Rules and Regulations Governing Charter Schools. While we find the petition to be well intentioned and promising, we are unable to approve the petition due to missing and/or confusing information provided to us, as indicated below and on the following page.

Page 2 — Is this really open enrollment if the selection criteria discourages anyone who is not interested in the arts?

Page 5-6-7 — Is this the same board as the Benton County School of the Arts? If so, can one governing board govern two individually chartered open-enrollment public schools? How will the school board members be selected?

Page 5 — It is stated that the school's central purpose must guide all decisions, but we are unclear as to what the school's central purpose is. Is it the school's mission as stated on page 8?

Page 7 — Will there be co-mingling of membership on the Founding Board and the Charter School Board?

Page 7 — Would the quarterly board meetings require a waiver from the required monthly board meetings during the school term?

Page 8 — In section 5, page 8, the demographics of the Rogers School District are described. How does the NWA Academy of Fine Arts plan to meet the educational needs of all students - particularly poverty students, Hispanic students, second language students? No transportation is provided, breakfast and lunch are not provided, and no ESL program is described.

Page 14-15 — Will the distance learning offerings, other than those offered by the Arkansas Department of Education, be conducted by highly qualified, certified teachers?

Page 17 — Students who are not successful with distance learning / computer learning will be remediated with another computer learning program – PLATO. What will happen to students who are not successful with computerized instruction?

Page 19	Is all the technology needed by the school included in the budget? Who is ultimately responsible for the success of the student? Is it the online teacher? Who gets evaluated for effective teaching? There is no mention of qualifications in drama or music, just the teacher's ability to utilize technology.
Page 22	Enrollment preferences – can a public school give preference when it is open enrollment? School board members, founding board members, parent/student advisory board members would get preference. Perhaps the number of people on the advisory board should be defined. This gives the appearance of being a private school and not a public school. They are recruiting. They have a weighted lottery system. (definition?) They did not say they will give equal opportunity regardless of language. Would they take students missing credits who were very interested in the arts?
Page 26-27	Can teacher certification and licensure be waived since this is a law? They cannot be waived in a regular public school. (A.C.A. § 6-17-309 and A.C.A. § 6-17-401)
Page 27	Can the Teacher Fair Dismissal Act be waived since it is a law? It cannot be waived in a regular public school. (A.C.A. § 6-17-1501)
Page 28	Facilities -- In question 15 the applicants are asked to identify the owners and the proposed facility and describe their relationship, if any, with the board. Lease began in May 2006 but who owns the building and do we need to see another lease identifying the owner and the founding board? Does the church own the building – is there a purchase or lease behind this one? Will a public school and a church be sharing the same facility, and if so, will there be any religious "displays' up during the school day/week? Would the sanctuary be the school auditorium?
BUDGET	The budget shows NWA Academy of Fine Arts will receive $10,000 per month from lease of building. They show $20,000 per month lease expense. Is this a complete financial disclosure? Do board members need a conflict of interest disclosure? (Act 1599 of 2001)
Page 29-30	The school is requesting a waiver from guidance and counseling (Standard 16.01.3 – appropriate certified counselor). Is it educationally sound to have 250 students and no certified counselor?
Page 31	Does the NWA Academy of Fine Arts meet the requirements of an alternative education program?
Page 32	School board members will be elected per Bylaws. This needs to be expanded on for clarification.
Page 33	Health and Safety Services – Again we are asking if state laws/statutes can be waived?

NWA Academy of Fine Arts – Proposed Charter High School

479-531-5950 cell
479-631-7719
2005 S. 12th Street
Rogers, AR 72756

TO: State Board of Education

FROM: Mechel Wall, President
Benton County Charter School Org. Inc.

Date: November 16, 2006

RE: Clarification of response to Rogers School Board

In our letter of response dated November 3, 2006 to the Rogers School Board and the Arkansas Department of Education it was our intent to appeal the decision to deny our charter application, by the Rogers School Board of Education, before the Arkansas State Board of Education.

Cc: Dr. Ken James, Commissioner
Arkansas Department of Education

Joye Kelley, President
Rogers School Board of Education

Mary Ann Brown
Arkansas Charter School Director

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NOV 16 2006
CHARTER SCHOOL OFFICE

Rogers Public Schools

where all belong, all learn, and all succeed

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Dr. Janie Darr, Superintendent
Mr. Mark Sparks, Deputy Superintendent
Mr. Jim Johnson, Assistant Superintendent
Dr. Virginia Abernathy, Assistant Superintendent
Dr. Jane Webb, Assistant Superintendent
Mr. David Cauldwell, Business Manager

TO: State Board of Education

FROM: Joye Kelley, President
Board of Education

DATE: October 24, 2006

RE: Charter School Petition Review

We are enclosing the charter school petition review of the Northwest Arkansas Academy of Fine Arts. This review was done in a Board of Education meeting on October 19, 2006, with all seven members voting not to approve the proposal.

Please feel free to call if you have questions concerning our review.

cc: Dr. Ken James, Commissioner
Arkansas Department of Education

Mechel Wall
Benton County Charter School Organization, Inc.

RECEIVED
OCT 30 [illegible]
CHARTER SCHOOL OFFICE

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To: State Board of Education

From: Board of Education, Rogers Public Schools

Date: October 24, 2006

Re: NWA Academy of Fine Arts Charter School Review

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NOV 03 2006
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Date: October 24, 2006

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Open Enrollment Letter of Intent

RECEIVED
JUL 05 2006
CHARTER SCHOOL OFFICE

Eligible Entity
Benton County Charter School Org. Inc.

Contact Person
Mechel Wall
2708 Kathy Lane
Rogers, AR 72758
479-631-7719 daytime phone
479-531-5950 cell
479-631-7719 fax (call first)
mwallbccso@sbcglobal.net

Congressional District
Number #3

Description of Eligible Entity
BCCSO Inc. is a Non-Profit Corporation, with IRS 501(c)(3) tax exempt status

Name of the School
NWA Academy of Fine Arts

Proposed Location
The School will be located in Benton County

Grade Levels to be served
K-12 (adding 9-12 to our current program – Benton County School of the Arts)

Brief Description
When we combine the program currently in place at BCSA with the new program for NWA Academy of Fine Arts, the resulting program will be the model for charter schools in the state of Arkansas and in our region. The new program will be modeled in the manner of the finest performing arts high schools in the country with additional consultation from the Office of Educational Outreach at The Juilliard School (New York). In addition to meeting state requirements for state certification, the school will meet all requirements for accreditation. NWA Academy of Fine Arts' calendar will be designed to promote learning. The administration will take a business model approach to salary schedules and benefits with staff being categorized as full-time employees with part-time employees integrated as needed. Learning would be facilitated with the latest technology and tracked with software to be developed as part of the charter plan. Efficiency and accountability are two of the values that will drive the administration and teachers to achieve excellence with innovation without sacrificing individuality in a student-centered organization.

Contact Person: Mechel Wall

Mechel Wall
Signature

6/29/06
Date

FedEx Express **US Airbill**

FedEx Tracking Number **8596 8988 5212**

Sender's Copy

1 From *Please print and press hard.*

Date 11/15/06 Sender's FedEx Account Number 3332-3106-9

Sender's Name Charter School Office Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B

Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201-1013

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

3 To

Recipient's Name Mechel Wall Phone (479) 631-7719

Company Benton County Charter School Org., Inc.

Recipient's Address 2708 Kathy Lane

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Dept./Floor/Suite/Room

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- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

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* To most locations.

4b Express Freight Service *Packages over 150 lbs.*

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- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation.

** To most locations.

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* Declared value limit $500.

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Delivery date	Nov 17, 2006 12:57 PM		
Status	Delivered		

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Date/Time		Activity	Location	Details
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	7:52 AM	Held at FedEx location for recipient pickup	BENTONVILLE, AR	Package available for pickup at: 1004 PHYLLIS UNIT #1
Nov 16, 2006	5:35 PM	At local FedEx facility	BENTONVILLE, AR	
	11:12 AM	Delivery exception	BENTONVILLE, AR	Customer not available or business closed
	9:14 AM	On FedEx vehicle for delivery	BENTONVILLE, AR	
	9:00 AM	At local FedEx facility	BENTONVILLE, AR	
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	4:25 AM	Departed FedEx location	MEMPHIS, TN	
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Add personal message:

November 15, 2006

Ms. Mechel Wall
Benton County Charter School Org., Inc.
2708 Kathy Lane
Rogers, AR 72758

Dear Ms. Wall,

This letter is to inform you of the completion of the evaluation of the application for Northwest Arkansas Academy of Fine Arts as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: Northwest Arkansas Academy of Fine Arts Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Northwest Arkansas Academy of Fine Arts

Eligible entity status:
Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application BCCSO 3/9/00. Addendum not attached

Comments:
Copy of the letter from Department of the US Treasury is attached.
What is the relationship between these entities?

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Provide copies of any supporting evidence received.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Description presented for the objective is vague or missing	• Description for the objective is present but lacks detail.	• Description for the objective is complete and details all required information.

Average Score 6.5/10

Strengths:
The public meeting was held in August. The attendees received a handout about the school with website information and were informed about the curriculum and continuous calendar approach. There were attachments documenting a desire for additional information.

Weakness:
There was no documentation of the actual number of persons attending the meeting.

OBJECTIVE 2

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 was met?

A. *The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.*

B. *The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.*

C. *The last publication of notice shall be no less than seven days prior to the public meeting.*

D. *Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.*

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 5/10

Strengths:
Attachments C-1 through C-6 provides certified mail receipts for letters to superintendents.

There is assurance that the ad ran on three dates in August in the Northwest Arkansas Democrat Gazette.

Weaknesses:
There is no indication of the date(s) of publication for the notice. There is no assurance that the ad did not run in the legal or classified sections of either paper. The ad reproduced on this page does not meet the minimum size required in item B. No evidence this was actually placed in the newspaper. Are there any invoices from the newspaper to show when it ran?

No sign-in sheet was attached. There is ample evidence of support with the Interested Student List. Where was this document obtained? How many attended hearing?

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 4.5/10

Strength:
Identifies Board responsibilities.

Weaknesses:
The articulation and relationship between the Board and the BCCSO, Inc. Board is unclear. Can charter clarify how Board members will be chosen/elected? Apparently, the four members existing on BCCSO will remain and then they will identify three others. Not clear as what will be the makeup of the total board or what backgrounds or experiences will these members have? Is charter saying terms of board members will change from two to three years?

The responsibilities of administrators, faculty, parents, students and community members in the leadership and decision-making of the school is unclear.

What will be the responsibility of the teacher as far as communication to the parent is concerned? Will there be any physical conference requirements? How often will staff meet? Will students meet?

OBJECTIVE 4

Does the application give the mission statement for the proposed open-enrollment charter school?

Average Score 5.5/10

Strength:
There is a mission statement.

Weakness:
The mission statement lacks detail, does not assure inclusion and lacks the basic principles of high expectations and learning capacity for all children.

OBJECTIVE 5

Does the application provide a description of the educational need for the school?

Average Score 6.5/10

Strength:
The use of current data is appropriate and helpful in this section.

Weaknesses:
The section would have been strengthened with a graphical representation of the data to facilitate interpretation and a comparison of the data provided with state averages. Charter offered interesting data, but lacked the need for the school.

OBJECTIVE 6

Does the application describe the educational program to be offered by the charter school?

Average Score 4.5/10

Strength:
There is assurance that the Standards for Accreditation requirements will be met, and all students will have access to Smart Core courses.

Charter has some unique ideas about using the arts to teach curriculum.

Weaknesses:
The reliance on distance learning and web-based programming is a concern. In particular, using web-based learning from providers outside the state's licensing purview is troubling. Is there any assurance that students will receive the one-on-one assistance from a human being with constant physical contact from teacher? It is noted that there will be a mixture of traditional instruction and compressed video instruction. In addition, on page 12, there is a course entitled "Astrology 2nd Sem". Perhaps this should have been "Astronomy 2nd Sem".

The role of the traditional classroom instruction in this curriculum is unclear. The professional licensure status of classroom instructors is also unclear. Will instructors be highly qualified in the subject(s) in which they will be teaching? Will they hold Arkansas licenses for the subject(s) in which they will be teaching? Will the school employ only instructors who have been fingerprinted and have had a background check, as is required by law?

Relative costs' being a high priority in selecting a delivery method is another major concern.

It is unclear that the instructional day meeting the legal requirements for 360 minutes of instruction per day for 178 days. Sample of -grade level and specific-daily schedule is needed. More specifics on time allotted for physical education, language arts, social studies and science are needed. What is the plan for these subjects? How will Charter ensure that frameworks are covered in these and other courses? State law requires a certain amount of instruction in physical activity per week.

Charter wants to ensure that the frameworks associated with the required subjects are well documented when incorporated. There are health frameworks that must be covered, plus physical education/activity requirement in law.
How will library services be rendered? Can the charter establish "classroom" libraries with a minimum of books per classroom?

It is unclear the student/teacher ratios.

When will remediation be instituted? Remediation does not count in core instructional time last I heard.

OBJECTIVE 7

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Average Score 5/10

Strength:
Identifies criterion and norm-referenced tests students will take. Improvement to a level at or exceeding the state average is a reasonable goal.

Weaknesses:
What is the "Complete Battery" referenced under Longitudinal Student Performance Goals?

It sounds as though the school will be asking for a waiver from No Child Left Behind AYP for at least the first three years of its charter.

While assessing school performance is important, it is still important to collect and report required student performance indicators, such as ethnicity and poverty status.

The Benchmark test is the State's indicator of progress. There is no description of the SMART Core Sequence assessment. What will be the immediate resources of assessment other than test scores by teacher?

A major concern is placing child in a situation of having gone whole semester or year and the child is has not grasped concepts and/or objectives. What exactly are the immediate goals for the charter? Is there going to be any tool in place to monitor weekly or bi-weekly progress on areas child is not proficient in?

Many children are gifted, but focus should not be so much on their gifts that may have the core academics neglected.

OBJECTIVE 8

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Average Score 2.5/10

Weaknesses:
The application did not address this issue. On page 21, Objective 8 is actually the application Objective 9. No pages are missing from the application. Application Objective 8 is omitted.

The attached Daily Schedule is confusing and allows for a combination of project based learning and distance education classes. It is unclear if this will meet the law and standards requiring 360 minutes of instruction daily, or the 120 contact hours for one graduation credit.

It is imperative that Charter clearly understand what aligning the curriculum really means. It should not depend on online entities to do it for them.

Staff development will be critical to ensure teachers are able to teach the aligned curriculum. What are the staff development expectations for staff? What is the assurance? Who is assigned the responsibility of staying abreast of changes regarding Legislative and Laws? How will it be done?

Requirements are different for each grade and course. How will Charter ensure the appropriate objectives are being tenant?

OBJECTIVE 9

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Average Score 7.5/10

Strength:
Use of objective information from the ADE and US Census Bureau was appropriate.

Weakness:
Charter should add industrial makeup of city and surrounding areas, graduation and degree obtainment, further age percentages (makeup of people) information next time.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 7.5/10

Strength:
Most required information was included.

Weaknesses:
An explanation of policies and programs, and an opportunity for questions and answers from the attendees was not included in the items to be covered during the public meeting.

Will there be parent/teacher conferences? Will academic progress be reported in some form to parents weekly, bi-weekly, quarterly or only at the end of a reporting period?

Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should be involved and Charter should institute a level of accountability to assign responsibility to each party.

OBJECTIVE 11

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Average Score 6/10

Strength:
Most information in this section drawn directly from applicable Acts/laws.

Weaknesses:
There is an error in the required documentation for item 2. Birth certificates and social security cards are not required documentation for enrollment in Arkansas public schools.

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 4/10

Strengths:
School will provide funding for teachers to pursue Alternative Certification

Charter did a good job on descriptions of duties. Charter needs to be aware that sixty college hours are required for paraprofessionals and aides. More information on actual qualifications of personnel is needed.

Weaknesses:
The application seeks waivers for laws related to Teacher Fair Dismissal and School Fair Hearing Act, along with waivers from other laws and Standards.

There is no indication that a counselor, certified or otherwise, will be hired. Who will be responsible for counseling duties? Children this age often experience problems that deal with psychological /emotional issues. Also who will be responsible for the testing?

There is no indication that a qualified health care provider will be available for students.

Where is the salary for the lead teacher? What is the other position counted in teachers? On page 23, Charter mentions 17 teachers. However, on page 24, a lead teacher is mentioned. Is that another teaching position or is that already included in the 17 and the extra 2 come from the educational assistants? What are the two administrative positions: administrator and educational advocate? What is "paraeco" listed under regular classroom instruction on the budget? Where is the description for that position? Where are the job descriptions for the special education position and the media services position listed in the budget? Please specify positions listed under salaries in budget. Custodian says "1.5" on page 26, however, in the budget there is only one position listed. Clarification is needed.

Based on descriptions for teachers they will be responsible to teach all subjects. Charter may need additional professional development and more money budgeted for it.

Is record keeping for Educational Assistant financial or student oriented? Please provide brief description for bookkeeper/registrar.

The application does not include a job description of business office.

OBJECTIVE 13

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Average Score 3/10

Weaknesses:
Business operations are described in only very general terms. There is no indication of the process for purchasing items, second signature on checks, board approval or rejection of large ticket items.

The budget seems to be a product of the administrator and board goals, and there is no indication that educators, parents, students, or members of the community will have input into the development of the budget. There is also no mention of a plan for auditing the budget or reporting the particulars of the budget

to members of the public. How often will financial reports be presented to the Board?

Comments from Finance Department:
The application is vague. There is no mention of using the APSCN system, nor Pentamation software.

The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all district transaction information to the APSCN network in a compatible format and in sufficient detail as required by the department.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score 5/10

Weaknesses:
Information given is not really a description as to how the audit will be done. Please clarify, "internal audit methods will be incorporated"? How often will these take place? How often will expenditures be reported to the Board?

Comments from Finance Department:
The application states the Academy will request a legislative audit. Defer to the Charter School office on the issue of legislative audits of charter schools.

OBJECTIVE 15

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Average Score 4/10

Strength:
There is an assurance that required data will be provided.

Weaknesses:
Although there is an assurance that data will be provided in "a timely manner", there is no information in this objective about the student information system the school proposes to use or if the school will use APSCN except in matters of

reporting data. There is no recognition of a need for professional development or acknowledgement of the confidentiality of student records.

OBJECTIVE 16

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please 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 charter school will be located,

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply 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. 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.

Average Score 2.5/10

(See additional comments on the actual proposed site review by the Facilities Department. The average score above is not reflective of the site review.)

Strengths:
There is a general description of the building to be utilized and a lease agreement. There is an assurance that the facility will comply with ADA and IDEA.

Weaknesses:
There are no specifics related to bringing the building in to compliance with ADA and IDEA.

According to the Lease Agreement, the same person signed as lessor and lessee. There is no information identifying the relationship(s) between parties as required above in items (1) through (4). Additionally, the date of the agreement is September 23, 2006 while the first month of the agreement is identified as May, 2006. Please clarify.

The lease agreement monthly rental is $20,000. However, $10,000 per month is listed as revenue on the budget line 16, and there is no lease expenditure identified in the budget.

A list of the items that will need to be addressed and timeframe of completion (month and year) is needed. Is there a Plan B if these necessary changes can not be done in time for Charter to open? Charter may need to adjust budget as repairs for plumbing, electrical, and other maintenance issues.

Charter should make some type of accommodations for students who bring their lunch. Can Charter purchase a refrigerator or microwave and have it available for students and personnel? If no breakfast or lunch is served and services are not contracted, what will be the obligation of the students?

Is the area free of businesses that may cause concern for the safety of the children?

How many classrooms will be available in the space? Based on 250 kids with 4 grades, will building need attention to accommodate the 17-19 teachers? Where is that in the budget?

Site Report by Facilities Department

1. **Charter School**: The Northwest Academy of Fine Arts

2. **Location**: 506 West Poplar, Rogers, AR

3. **General Observations**: This facility is suited to be used as a Charter School. It is located centrally in the city of Rogers and there appears to be more than adequate classroom and learning space for the proposed 250 students. The classrooms appear to be well laid out and well lit.

4. **Academic Suitability**: The building has easy access. While this is a multi-story building, the building is easily accessible on the first floor. There are no elevators in the building.

5. **ADA Accessibility**: There is plenty of parking that is marked for persons with disabilities. The restrooms lack grab bars and compliance stalls, but the existing stalls could be adapted.

6. **Life Safety Codes**: Some of the classrooms have two exits. The majority of the classrooms did not have windows suitable for emergency exiting. Panic hardware was found on the exterior doors.

7. **Conclusions and Recommendations**: This facility appears to meet the basic tenets for an educational program. It is recommended as being acceptable.

It is the responsibility of the renter (applicant) to get a clearance from the lessee (building owner) that the facility to be utilized is free of problems with asbestos and lead based paint.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 3/10

Weaknesses:

A. When will students have opportunity to deal with personal/social and emotional issues in private with teachers? Who is ultimately responsible for rendering counseling services? How often will these "conferences" mentioned on page 29 be held? Are they required or recommended?

B. How will the Charter meet the every day health needs of students? What about the student that may have to take daily medications or situations where a student has a headache, stomach ache or fever?

C. Has the charter considered books in the classroom or a "classroom library"? How often will students be able to go to the local library? How many miles is it from the Charter to the library? Will charter provide transportation to the library on occasion? Who will ultimately be responsible for the media curriculum required via Standards?

E. No meal service planned, intended, or described. No information to evaluate. Charter does not plan on participating in the Federal Child Nutrition Program. Charter states that building has a large eating area. Does that mean there are any appliances? Can accommodations be made for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and personnel?

F. Special education provisions are vague. Although the program has plans to be well staffed, the application offers little insight into what the students will be engaged in during "individual work time". What is the position of special education for that allotted in the budget?

G. No specific acceptable response regarding Alternative Education. What if student experiences an illness that requires them to be home bound. Will school provide home instruction assistance or some other means for instruction? How?

H. It sounds as though Gifted and Talented will be incorporated into lessons. This information will need to be well documented via lesson plans or some other means. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

OBJECTIVE 18

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Average Score 5.5/10

Strengths:
There is an enrollment agreement in which parents agree to a number of items regarding student behavior, dress, and attendance. Parents are invited to participate in an advisory board to give input on programs, goals, etc.

Weaknesses:
There is no Parent/Teacher Association. An assurance of an active, involved PTA, supported by a set of specific roles and responsibilities for members would have strengthened this section. What is the assurance that the parent will take part in the education of the child? Charter could encourage the parent to be a part of at least one committee or membership in PTO. How are parents selected for invitation to the advisory board or committees?

How will charter accommodate the needs of parents who are unable to attend events/conferences?

OBJECTIVE 19

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that

the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. ***Does the application provide a brief description of the need for each waiver requested?***

Average Score 8/10

Weaknesses:
How will Charter make effort to abide by the intent of each of laws for which they are requesting a waiver?

Will Charter have written contracts at all for teachers? Charter may need some type of written agreement with number of hours and other expectations. Is Charter requesting waiver from salary minimums for teachers? If so, need more specifics since Charter appears to exceed the minimums in proposed salary schedule. However, based on budget of $510,000 with 19 teachers, salary will be about $26,000. More information is needed.

No mention of workforce education requirements for 9th -12th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel-cosmetologist, welders, cashiers, doctors; however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurance regarding protection of students with background checks for visiting and contracted personnel.

OBJECTIVE 20

Does the application provide a written evaluation describing the potential impact of the proposed 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?

Average Score 8/10

Strength:
There are no desegregation orders in place for this geographical area.

LEGAL COMMENTS

1.) p. 14, Application: "NWA Academy of Fine Arts will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools."

The proposed curriculum may run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the ADE only fund charter schools which utilize Internet or distance-based learning technology as a "supplement" to the school's traditional classroom setting. The applicant will need to articulate how much of the proposed curriculum will be delivered by Internet or

distance-based technology, so that the Act 77 issue may be fully addressed.

2.) pp. 22-23: The statement is made that enrollment preferences will be given for children of the members of the school's various Boards, staff, administration, and Committee Leaders. Such a requirement does not appear to comply with Arkansas law nor the admission policy articulated in the application's "Statement of Assurances".

3.) p. 29: The application indicates that a lease will be entered into for a 50,000+ square foot church facility to be used as the school facility. As the lease is with a sectarian organization, full disclosure of the lease terms will need to be made to the State Board pursuant to Ark. Code Ann. § 6-23-302 (c)(5)(C). The facility will be brought up to code compliance with the requirements of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA).

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

4.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing the Standards for Accreditation of Arkansas Public Schools (Standards Rules):

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Ark. Code Ann. § 6-17-1001 (Minimum Base Salary)
This statute has been repealed. Should the applicant wish to request a waiver from the minimum salary requirements, it should request a waiver from the provisions of Ark. Code Ann. § 6-17-2403.

c.) Section 16.03.1 of the Standards Rules (Health Services Program)
Such a waiver request will not be capable of being granted, as a Standard required by law (Ark. Code Ann. § 6-15-202(b)(2)), as this request impacts Ark. Code Ann. § 6-18-1005 (a)(6).

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 104/200

Daily Schedule is included, but is confusing. The schedule may not provide sufficient daily instructional time to meet the requirements for 360 instructional minutes per day or the requirement for 120 contact hours for one graduation credit.

The Lease Agreement is included, however the date of the agreement is September 23, 2006 and the date of the first month of the lease is May, 2006. This is a cause for concern.

How will Charter communicate what responsibilities are of all parties-parents, teachers and students? This way accountability can be assigned for success or failures of the student.

Need additional information regarding qualification requirements. What are the requirements as to years taught, degree, background check, minimum of references, substitution experience, and 5 years experience working with children?

Though the Charter Entity/Board/Director may partner with outside sources to assist with the charter programs, it needs to be clearly understood that the sole responsibilities for <u>all</u> areas of compliance are that of the Charter Entity/Board/Director. This cannot be delegated.

Charter School Office
Mary Ann D. Brown
4 Capitol Mall Room 305-B
Little Rock, AR 72201

Mechel Wall
Benton County Charter School Org. Inc.
NWA Academy of Fine Arts
2005 S. 12th Street
Rogers, AR 72756

Written responses to charter evaluation as allowed in Charter School rules.

Thank you,

Mechel Wall

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CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 15, 2006

Ms. Mechel Wall
Benton County Charter School Org., Inc.
2708 Kathy Lane
Rogers, AR 72758

Dear Ms. Wall,

This letter is to inform you of the completion of the evaluation of the application for Northwest Arkansas Academy of Fine Arts as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: Northwest Arkansas Academy of Fine Arts Application Evaluation.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Arkansas Department of Education Open Enrollment Application Evaluation Responses

1. Eligible Entity Status:

The Department of the US Treasury issued the 501 c-3 letter. The question of relationship is puzzling.

2. Public Meeting:

Roll was not taken at the meeting, nor was the attendees required to sign in. In all of the public meetings I have attended, I have never "signed in". Instructions did not request a sign in sheet.

Evidence of support was included in the application with copies of sign-up sheets for parent volunteers and interested students- which was what we were most interested in – not numbers. We did count and there were about 75 persons there.

An invoice from the newspaper will be added to the application if allowed. The ad requirements were related verbatim to the newspaper and the person taking the order assured us that it met the requirement. Proof of publication is available if needed.

3. Board Governance:

Founding and Sponsoring 501(C3) for NWA Academy of Fine Arts
Legal Duties of the Non-Profit Board

Duty of Obedience

Obedience to the organization's central purposes must guide all decisions and the board must also ensure that BCCSO Inc. functions within the law, both the "law of the land" and within its own by-laws and policies.

Duty of Care

Board members must exercise due care in all dealings with the organization and its interest. This includes careful oversight of financial matters and reading of minutes, attention to issues that are of concern to the organization, and raising questions whenever there is something that seems unclear or questionable.

Duty of Loyalty

Conflicts of interest, including the appearance of conflicts of interest, must be avoided, which includes personal conflicts of interest or conflicts with other organizations with which a board member is connected.

Basic Board Member Responsibilities

1. Determine the organization's mission and purpose
   A statement of mission and purposes should articulate the organization's goals means and primary constituents served. It is the Founding/Sponsoring Board's responsibility to create the mission statement and review it periodically for accuracy and validity. Each individual

Board member should fully understand and support it. Upon the creation of the School Board, this responsibility would then transfer to that Board and become part of the annual strategic planning process, which both Boards would participate in.

2. Select the Administrator
   The Founding/Sponsoring Board must reach consensus on the Administrator's job description and undertake a careful search to find the most qualified individual for the position. Upon the creation of a School Board, this responsibility would then transfer to that Board, which would also be responsible to develop the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.

3. Ensure effective organizational planning
   As stewards of the organization, the Founding/Sponsoring Board must actively participate with the School Board to ensure an overall strategic planning process is effectively administered on an annual basis.

4. Ensure adequate resources
   One of the board's foremost responsibilities is to assist in providing adequate resources for the organization to fulfill its mission. The Founding/Sponsoring Board should work in partnership with the School Board to raise funds from the community.

5. Manage resources effectively
   The Founding/Sponsoring Board, in order to remain accountable to its donors and the public, and to safeguard its 501-C-3 Status, must review the annual budget submitted to the School Board by the Administrator to ensure that proper financial controls are in place.

6. Recruit and orient new board members and assess board performance
   All boards have a responsibility to articulate and make known their needs in terms of member experience, skills, and many other considerations that define a "balanced" board composition. Boards must also orient new members to their responsibilities and the organization's history, needs and challenges. By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on which areas need to be improved.

7. Ensure legal and ethical integrity and maintain accountability
   The board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The board must establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

Board Member Terms

President
5 years

Vice President
4 years

Secretary
3 years

All other Board Members
2 years

Oversight Entity for the Administration of the NWA Academy of Fine Arts

Legal Duties of the School Board

Duty of Obedience
Obedience to the school's central purpose must guide all decisions and the School Board must also ensure that it functions within the law, both the "law of the land" and within its own by-laws and policies.

Duty of Care
The School Board must exercise due care in all dealings with the school and its interest. This includes careful oversight of financial matters, attention to issues that are of concern to the organization, and raising questions whenever there is something that seems unclear or questionable.

Duty of Loyalty
Conflicts of interest, including the appearance of conflicts of interest, must be avoided, which includes personal conflicts of interest or conflicts with other organizations with which a Board member is connected.

Basic School Board Responsibilities

8. Determine the School's Mission and Purpose
   A statement of mission and purposes should articulate the school's goals, means, and primary constituents served. It is the School Board's responsibility, in partnership with the Administrator, to create the mission statement and review it periodically for accuracy and validity. Each individual Board member should fully understand and support it.

9. Select the Administrator
   The School Board is responsible for establishing a careful search process by which the most qualified individual will be identified for the position of Administrator, and for developing the annual performance appraisal process by which the Administrator is held accountable for the day-to-day management of the organization.

10. Ensure Effective Strategic Planning
    As stewards of the organization, the School Board must actively participate with the Administrator and the sponsoring 501(3c) Board to ensure an overall strategic planning process is effectively administered on an annual basis.

11. Ensure Adequate Resources
    One of the School Board's foremost responsibilities is to assist in providing adequate resources for the organization to fulfill its mission. The School Board should work in partnership with the Administrator to raise funds from the community.

12. Manage Resources Effectively
    The School Board must review the annual budget submitted by the Administrator to ensure that proper financial controls are in place.

13. Determine, Monitor and Strengthen the School's programs and Services
    The School Board's role in this area is to, as needed by the Administrator, determine which programs are the most consistent with the organization's mission, and to monitor their effectiveness.

14. Enhance the organization's public standing
    An organization's primary link to the community, including constituents, the public and the media is the School Board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive Public Relations strategy.

15. Recruit and orient new Board members and assess Board performance
    All Boards have a responsibility to articulate and make known their needs in terms of member experience, skills, and many other considerations that define a "balanced" Board composition. Boards must also orient new members to their responsibilities and the organization's history, needs and challenges. By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach consensus on which areas need to be improved.

16. Ensure legal and ethical integrity and maintain accountability
    The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The Board must establish pertinent policies, and adhere to provisions of the organization's bylaws and articles of incorporation.

Board Member Terms

President
2 years

Vice President
2 years

Secretary
2 years

All other Board Members
2 years

4. Mission Statement:

A mission statement by definition is an overarching statement that guides the school in goal setting and decision making.
Our mission statement does just that. We do not wish to change our mission statement.

5. Educational Need:

The need to do something different in education is evident in the data. It is not our intent to criticize the public schools which are trying to operate successful programs under what we view as a flawed system. A college remedial rate of 47.1 % indicates need, as do proficiency rates ranging from 42% to 57% on end of course exams.

6. Educational Program:

Distance learning and computer based courses are in place as a safety net to ensure that all 38 required courses are offered. It also serves as a second choice for those students that need/want to utilize the system. As some students will travel for internships, competitions, performances etc – they will be able to take their school "on the road".

Our primary approach will utilize project based learning (PBL). Each student will have an "advisor" teacher. Each teacher advisor will work one on one with about 18 students in an advisory group, unlike the typical high school teacher that has to try to meet the needs of some 150-200 students. Counseling will be done in that advisory as the teacher tracks each state framework the students master, each project they propose and complete and utilizes the "Project Foundry" software to quickly and efficiently evaluate a student's progress on a daily basis.

There are no pure project based models functioning in Arkansas, so without taking a great deal of time and a visit to a school in another state, a measure of faith and confidence will have to suffice or you will have to take some time to study the successful models that we have studied.

John Dewey's Laboratory School at the University of Chicago over 100 years ago was the first highly successful experiment in project based learning.
Dewey writes in his book *Democracy and Education* (1916) that democracy was more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The success of the community depends on the success of its individual members and the success of the individual members depends on the success of the community as a whole.

Our EdVisions styled school will be guided by 4 principles that are common among the co-op network of project based schools.

1. Reform – be bold and unafraid to tackle the tough questions/problems
2. Project Based Learning – authenticating learning
3. Accountability – students become accountable for frameworks/standards
4. Democracy – creating a learning community with teachers as leaders

The French Revolution Slogan gives us a great example of the type of learning community NWAAFA will have:

Liberte' – freedom to make choices based on guiding principles and standards
Egalite' – equal opportunity for others, respecting the learning community
Fraternite' – community, a place to resolve conflicts, learning to talk out our problems and practice social democracy

One only needs to read the headlines week after week to see that young people are not engaged in their communities where they feel wanted, needed, cared for and appreciated. They are not vested - not contributing and many are angry. In a smaller learning community where each student has a friend, a job and a focus – those that may feel lost or not a part of the social community will, through service learning, become an integral part of the community.

There will be very few days of "traditional instructional seat time". The scheduled courses will be called 'seminars" and will have a particular focus or theme. There will be math classes and math seminars. There will be an expert in each of the core subject areas on staff to teach these seminars. Each student's Advisor will track their progress in all of the subject areas. Each student will know the state standards and their importance. Each advisor will know the state standards and hold the students accountable for learning them through projects or attendance at seminars. No student can fall "through the cracks" because parents and teachers can view their progress on a daily basis through the Project Foundry System. The advisors meet with the students daily to set goals, review progress and work on cross curricular projects.

We understand the fingerprint/background check law and plan to comply with it.

Each student will have an individual learning plan adapted to their needs, interests, and learning style. Some students will do much of their work on the computer and may put in those hours in the evening to allow for job shadowing or internships that take place during the day or a competition in another state or a school trip. The Project Foundry system keeps track of time spent in a subject area and all state requirements will be met or most likely exceeded.

NWAAFA plans to add additional requirement to the state standards and because of this we have added additional days to our calendar year.

Thousands of books will be available for students to read, search and reference through on-line sources. NWACC is 3 miles away, the Rogers public library is 2 miles away and as stated in a letter from the library (attachment D) the students will have 115,000 items to access for their studies.

Teacher student ratios will vary with each hour of the day. Teachers will work with about 18 students on a daily basis. Orchestra, Drama and Dance teachers will work with a variety of students depending on the activity, class or seminar.

From our understanding, a student who cannot read will not do well in any class and must learn to read before being expected to study genetics or algebra or any other subject. Each student will be evaluated and remediated as needed. We realize that the intent of the law is to prevent students from wasting time in school and to ensure that all students receive a quality education. We can argue the fact that an hour in the back row of a typical classroom is a tragic waste of a student's time if they are not engaged – so why do other public schools count them – day after day? Seat time becomes a useless measure of learning if the outcome of those hours of seat time cannot produce learning that can be applied, recalled or demonstrated. We will count the hours spent in each subject area and fully expect to be able to show an increase in the learning outcomes of our students.

7. Goals:

"Complete Battery" scores are commonly reported for norm referenced tests (see NORMES website).

AYP goals are provided to the extent possible without baseline data.

Ethnicity and poverty are not student performance indicators. We will comply with all testing and reporting requirements under NCLB.

In our first year there we anticipate many surprises as we find students highly advanced in one area and severely deficient in others. Since we will use a computer based system to track proficiency on state standards/frameworks, we will, after the first year know where each of our students are. I would challenge any school to show where each student has mastered (not just been present in a class where subject matter was discussed) but mastered and demonstrated mastery in a dissertation style setting in front of a panel of professionals and educators. This is one important distinguishing characteristic NWAAFA will model in the authentication of learning.
No child will be left behind – it just does not happen in a teacher led advisory model project based school.

Immediate feedback will be given in project presentations and all teachers hired will be qualified to monitor student performance.

The focus on gifts and talents is only an avenue to channel a student's passion for learning. It matters to the student – therefore it matters to our advisors. It is not the intent of the school to neglect core academic subjects.

8. Alignment with Frameworks:

Refer back to #6. In the formatting and editing process #8 was omitted and the numbering was automatically shifted so we did not know it had been taken out.

All of the computer based systems we will have in place are aligned. Each student's projects will draw from a variety of sources: textbooks, interviews, video, internet, encyclopedia and history. There are no textbooks for projects to align with the frameworks. Each framework/standard will be met and mastered before credit will be awarded. If a presentation does not demonstrate mastery the advisor will coach back that an area was weak and needs revision. The student then comes back with improvement on the work and if it meets the strict criteria then credit will be awarded. There is no cheating, no back seat drifters, no students getting lost or falling through the cracks.

Our system of credit delivery is quite simple. Demonstrate mastery, get the credit. The vehicle a student uses may vary from day to day – some will be on the computer accessing a course on line, others will be at the community college and others will work in teams or independently on projects with their advisors.

A more accurate (but still very simple) schedule would be:

8:00-10:30 Advisory and Project Based Learning Time (advisor working with students while they work on projects) the last 10 minutes of this time would be "wrap up" and accountability time for students to journal their work and report to their advisor what was accomplished.

10:35-11:30 Math (classes and seminars)
11:30-12:30 Lunch
12:05-12:50 Project Time and Seminars
12:55-3:25 Fine Arts Elective
3:30-3:45 Daily Reflection - follow up with advisor
4:00-5:00 Studio (rehearsal, use of studios for personal work or projects)

Project based learning incorporates multiple subject areas simultaneously.

9. Geographical Area:

That type of information does not seem relevant given the number of pages allowed in the application. The information requested was included.

10. Annual Report:

There was a Q&A session in our public meeting, but that was not the question requested in the application. An Annual report will be provided to the public just like every other public school, but not on a bi-weekly basis. Annual reports are given annually. Parent conferences will be scheduled as needed and will likely be held at the end of each term.

Project Foundry allows parents to see student work on a daily basis. Parents have secure access to this information 24/7.

A parent at any time can see where there student is in relation to the percentage of the year that has passed and the percentage of the work that has been done. A parent can also review projects and must sign off on projects – there fore the parents will be very aware of what their child is working on and the state standards they will master. This should make for some very interesting dinner and car discussions between students and parents.

We disagree with the statement that "it is vital to student success that all of their needs are met" A school is not designed to meet ALL of students' needs. Parents are responsible for a child's well being. We will provide an environment that is safe and comfortable and a program that is educationally sound. We are charged with helping them obtain the best education possible and we have every intention of delivering that.

11. Application Process:

Parents may provide the Birth Certificate and SS card as appropriate ID. We know the list of acceptable identification items (military ID, hospital certificate etc). However the BC and SS card ARE acceptable forms but not required forms of ID and were listed as examples of identification parents may provide.

12. Job Descriptions:

We plan to hire highly qualified, degreed individuals.

We are requesting a waiver from ACA 6-17-309 and the question is answered on page 32-33.

Advisors will perform the counseling duties and additional needs will be addressed as they arise and if professional help is needed we will assist the parents in getting that kind of help. We plan to co-op our medical billing to Medicaid if students require it.

We will co-op a testing coordinator.

Few schools have a full time nurse. We will share nursing staff with another school. There will be a designated employee who will follow the "sign in" protocol for storing and administering medication.

To understand the Advisor, Teacher Led model would take some study on your part. If you would like to read the book "Teachers as Owners" it would greatly enlighten your understanding of the model. Also, "The Coolest School in America" has some great information on the Minnesota New Country School model that Bill and Melinda Gates liked enough to give $11 million to replicate across the nation.

A lead teacher is one of the staff that takes the lead in the group of advisors.

"paraeco" is not what was there, it was "paraed – paraeducators" and reference is made to Para educators in other places in the application. This word was cut off in the excel spreadsheet in the application.

Educational Assistants – Paraprofessionals/Aides

Bookkeeper Registrar – enrolls students, pays bills, takes care of state reports, payroll etc. Job description is on page 27 under the heading that asks about the business office. It seemed the logical place to put it.

13. Business Office:

There is no logical or practical reason to involve parents in the day to day decisions and budgets for the school. That is what we hire the professionals to do. We have spent months with professional and business advisors compiling a budget that is sound and will serve the school well. Parents can get involved in fundraising and determine how those additional funds are to be spent. The business office will be run like a business with all of the checks and balances in place. BCSA will be a model for NWAAFA to follow in business practices and the same procedures will be in place at NWAAFA.

The Audit is addressed on page 28 under the section that requests information on the audit – that seemed the most logical place to put it. Reports are addressed on the same page in the same section.

14. APSCN:

We will be using the WFF program which overlays the APSCN program. The department of Education has already approved the Powerschool software that has a data crosswalk to link the 2 systems.
However on page 28 it states we will comply with the APSCN requirements. APSCN is a program that requires training and the co-op provides this training. Confidentiality is a subject that is covered in training.

15. Audit Question:

The application states that the state auditor will be requested and if unavailable, a private one will be hired. Auditors know how to do their job – we hire them – they report back – report is then made to both boards, the state and anyone else that wants it.

16. Facility:

On page 29 of the application it states that the facility would be brought up to ADA and IDEA codes. City inspectors were brought in to tour the facility 3 times and an architect is doing a code review to identify what the facility will need. Any further expenses incurred would be irresponsible as there is no charter to justify the need and inadequate funding to pay an architect to do a full code review at this time. In our best judgment - with personal research done – this would be a perfect location for a fine arts high school.

The lease agreement should have stated the first month as "May 2007" it was an error.

Please refer to budget line item #80 is $240,000 per year under "purchased services". The "lease" is the next item under that in the Maintenance and Operation budget section. We followed the state required template, maybe the reviewer was not aware of the fact that this was the template provided by the state.

We plan to lease out portions of the facility (like the performing arts center for church worship on Sundays) and plan to cover about ½ of our lease payment with subleases with other organizations such as churches, artists, community service offices etc.

Until we have a charter there are no funds to determine renovation projects, timeframes and related costs of renovation. Estimated cost of renovation is approximately one million dollars which has been included in the cost of purchasing the building. An alternative, plan B, has not been located at this time although further investigation is ongoing.

We appreciate the State Department of Education's opinion on this issue. However we choose not to provide this service. We will contract with a caterer to provide lunch to those students who choose to purchase it. It is the obligation of parents to send their students to school having had breakfast and ready to learn.

We stated that there are no alcohol sales within 1000 feet of the school on page 29 – actually – we are a dry county so that really is not a concern. The school will be located directly across the street from a current public elementary school.

The facility is over 50,000 square feet with ample room for classrooms, offices and support areas. There is more than enough space for 250 kids and 17-19 teachers. In the budget in the attachments it has listed: elevator $50,000, Sprinkler System $70,000 and ADA access restrooms $40,000. The facility study, done by the state, determined that there is plenty of room.

17. Student Services:

Counseling – will be done by advisors and more difficult cases will be outsourced and billed to Medicaid unless private insurance covers it. Conferences will be mandatory just like an IEP conference is.

Health – health issues will be handled by a shared nurse, just like many other public schools do. We would like to find staff that are qualified/certified in multiple areas so they can serve dual purposes.

Books – we will have books in the classrooms and a media center. Staff will be trained on how to utilize the media center and meet standards. The libraries are all within 3 miles and we have 2 to choose from. Students will drive themselves or if we could manage to get the same funding other public schools get, we could buy a bus.

Food Services – we have many options – sack lunches, catered lunch, bring current kitchen up to code if adequate funding were made available to charter schools.

Special Ed – we will share a special education designee whose job it will be to conduct IEP's, file paperwork and monitor student work as student works with advisors.

Alternative Education – we have specifically designed our program to be so flexible that it will not matter if the students are in Peru or New York or just home sick, they can still work on assignments. As long as students have internet access they can do their school work and their teachers will know what they are doing.

GT – we have requested a waiver for Gifted and Talented. It would serve no purpose at NWAAFA as the entire program is set up to far exceed the goals of GT.

18. Parental Involvement:

NWAAFA will not have PTO. We will have another organization, more like a booster organization to conduct fundraisers and act as an advisory board. In the "teachers as owners" the teachers take a very active role in running the school. Parents can run for school board positions and help to craft policies and procedures, student handbooks, dress codes etc.
Parents will be required to volunteer at the school and there are hundreds of ways to serve and even more levels of service under each of those. Parents are invited to join advisory boards and volunteer at the school. Parents who cannot be at school have different ways to contribute – professional services, phone calls, mailings, gathering donations, organizing events etc.

19. Waivers

There is an explanation with each waiver.
We don't know how to do contracts unless they are written – so we plan on having written contracts. We plan to have more of a business model for salaries, not an hourly

one – it tends to make teachers less willing to "do what needs to be done" and tends to foster "that is not in my contract of hours/days and so I won't do it" attitude.
In our business plan, the budget gets very detailed. The template provided did not give much room for detail. It was all added together as one category. We have a 42 page business plan which includes a very detailed budget and 3-5 year projections.

Visitors will sign in like any other parent – teachers will go through a much more thorough process and staff will have fingerprints/background checks done.
This is typical of a public school.

20. Impact on district for deseg.

We are not in a desegregation area.

1. From our understanding, we can utilize computer based courses as long as we still have a "brick and mortar" program with teachers and other typical programming. We will run a project based program with an individualized program which will give students ultimate flexibility.
2. We will speak with an attorney regarding this policy of allowing children of staff, teachers and board members, siblings, previous students and committee member's entrance into the school. Students come to us by choice from many districts and we are not required to serve students in a geographical area. Public schools have the ability to allow movement of students from one school to another and have policies to even allow students to move from one district to another or stay if the family has moved. The number of students that this will affect is negligible and will not discriminate against anyone – which does not conflict with our statement of assurances.
3. NWAAFA will not be leasing from a church. It is a church at the present time and will be a school after it is purchased by BCCSO Inc. We do plan to lease portions to a church, but no religious symbols will be left up – because in the lease it will state that the facility will have to be returned to its former state each Sunday evening. Since we do not own the facility yet, we don't have a sublease yet, and we don't have a contract yet – just some very interested organizations. Terms of future leases will be public record and will be kept with the board documents.
4. We are requesting a waiver from the teacher certification requirement. We understand the rules and regulations.
   We would like to request a waiver from Ark. Code Ann 6-17-2403 which deals with teacher salaries.
   We will need to review the health Services program as we are still requesting a waiver.

Additional Concerns:

There are some highly successful schools using this type of a schedule.

Lease date was an error as stated previously. The year should have been 2007 but it is a hypothetical lease as the leasing organization does not even own the building yet.

Teachers will have contracts with job descriptions.
Parents will have parent packet of information including parent responsibilities.
Students will have student handbook and will sign it with parents to indicate understanding and willingness to follow the rules therein.

All teachers will be highly qualified in their field of study. Each subject area may be different, but core subject areas will require at least a 4 year degree and experience, to teach – regardless of certification.

The buck stops at the founding board. The School Board, Administrator, Advisors, parents and students will all play a role in keeping the school in compliance with state rules and regulations.

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College of Education and Health Professions
Department of Education Reform
Arkansas Charter School Resource Center

15 West Avenue Annex
Fayetteville, Arkansas 72701
(479) 575-4292
(479) 575-4332 (FAX)

30 September 2006

Dear Sir/Madam;

We have worked with the applicant group for the 9-12 school performing arts high school to be known as the Northwest Arkansas Academy of Fine Arts from the beginning of the application process. The group was made up of educators, community members, staff of the Juilliard School, and other professionals. Several members of the group have five or more years of successful charter school experience. The applicant group is intimately familiar with the needs of the area in which they seek to open their school.

The applicant group took full advantage of the consultants offered through the Arkansas Charter School Resource Center in the areas of curriculum, statistics/evaluation, technology, governance, facilities, and finance. Their plan includes membership on the ACSRC Technology Consortium and other shared resources in special education and fiscal services.

The program of study is designed a year round, fine and performing arts based Using a blended approach including traditional high school instruction, distance learning, and concurrent college credit, the plan for the older students provides for complete compliance with the 38 core class requirement.

It is our opinion that the plan has been thoughtfully and carefully designed to meet all standards set forth in the Arkansas charter school law, and that the group has the capacity to implement the program as written.

We respectfully offer our endorsement of this proposal.

Cordially,

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
15 West Avenue
University of Arkansas
Fayetteville, AR 72701

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WWW.NWACC.EDU

OFFICE OF THE PRESIDENT

August 31, 2006

Arkansas Dept. of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72712

RE: NORTHWEST ARKANSAS ACADEMY OF FINE ARTS

NorthWest Arkansas Community College (NWACC) provides this letter of support for the proposed Northwest Arkansas Academy of Fine Arts.

The Academy would be in the tradition of the growing number of options and alternative secondary opportunities available to high school students throughout northwest Arkansas.

NWACC is a participant and partner with area high schools through its concurrent (Step-Ahead) college-level classes and career and education training program offered through the NWACC Regional Technology Center.

NWACC is committed to quality secondary education for all types of learners and learning styles.

NWACC envisions the Northwest Arkansas Academy of Fine Arts becoming another opportunity for seamless transition from high school to college, thus leading to increased educational levels and graduation rates in Arkansas.

It is a pleasure for NorthWest Arkansas Community College to provide this letter of support.

NORTHWEST ARKANSAS COMMUNITY COLLEGE

Becky Paneitz, Ph.D.
President

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ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 17, 2006

Ms. Catherine P. Dean
P.O. Box 552
Osceola, AR 72370

Re: Notice of Appeal/State Board Hearing
The University School

Dear Ms. Dean:

I am writing to inform you that your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Blytheville School District has been received, and a hearing on your application will occur at the State Board's meeting of December 11, 2006. The meeting will begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 9.02.01 of the Department of Education's *Rules Governing Charter Schools*, a copy of which is enclosed.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith Scott Smith
General Counsel

SS/tw/slr

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Bruce Daniels, Blytheville School District
Superintendent Mike Hunter, Armorel School District
Superintendent Stan Williams, Gosnell School District
Superintendent Pamela Castor, Manila School District
Superintendent Milton Washington, Osceola School District
Superintendent Rogers Ford, South Mississippi School District

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Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
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9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment charter school.

9.02.01 The local board and the boards likely to be affected by the proposed charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the charter school to the State Board. Following the presentations by the public school district boards of education, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed charter schools. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

BLYTHEVILLE PUBLIC SCHOOLS

405 West Park - PO Box 1169
BLYTHEVILLE, ARKANSAS 72316
Tel. (870) 762-2053 - Fax. (870) 762-0141

Bruce E. Daniels, Ph.D.
Superintendent

October 27, 2006

Ms. Mary Ann Brown
Arkansas Department of Education
Charter School Office
8221 Ranch Blvd.
Little Rock, AR 72223

Dear Ms. Brown:

On Thursday, October 26, 2006, the Board of Education of the Blytheville School District voted unanimously to oppose both Open-Enrollment Public School Charter applications of the Great River Academic Center for Excellence. While the location of the K-8 Charter School proposed by Great River Academy is not in the Blytheville School District, the location of the proposed 9-12 University School is in the Blytheville School District, and the district is very likely to be adversely affected by both or either of the proposed charter schools. The Blytheville School Board, with no dissenting vote, wishes to go on record as opposing these applications. In order for us to meet the overall needs of the young students in Mississippi County by providing them with a quality education, the Blytheville School Board strongly encourages the Arkansas State Board of Education to deny the two Open-Enrollment Public School Charter applications of the Great River Academic Center for Excellence.

The applications from Great River Academy request a multitude of waivers from requirements which currently must be met by all public school districts in Arkansas. While some of the waiver requests might seem reasonable, the total number and nature of the requests appear to be excessive. The applications also lack specificity as to how GRACE Academy and The University School plan to "exceed the achievement of the local school district" while "serving students in a high poverty area of the state, with dismal standardized test scores." In particular, what superior instructional programs and interventions are proposed by GRACE Academy and The University School? Which research-based programs will be more likely to succeed than those currently being implemented by the Blytheville School District? In the pages attached to this letter, specific items in the application will be noted along with our concerns related to each item.

The Blytheville School District has a current enrollment (October 2, 2006) of 3,041 students in grades K-12 along with two classes totaling 39 students in preschool. Of this total of 3,041 students, 77% are African-American, 21% are Caucasian, and 2% are Hispanic, Asian, or Native American. Recent determinations through National School Lunch Act applications indicate 82% of our students qualify for free or reduced price lunches, signifying that 82% of our student population lives at or below recognized poverty levels. Even though poverty levels of

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our students are extremely high, we refuse to use or accept this as an excuse for our students not to learn. Consequently we have implemented and continue to implement effective, research-based strategies to improve academic achievement for all of our students. While our test scores are not where we want them to be, results from the Spring 2006 administration of the Benchmark and End-of-Course tests indicate gradual improvement that can and will be sustained. Anecdotal information from module testing in grades 1 through 12 continues to provide encouraging data indicating that our partnership with 27 other districts statewide in the Hot Springs Learning Institute is significantly benefiting students. The following are a few examples of research-based, cutting-edge interventions and programs we have initiated to improve student learning in the Blytheville Public Schools:

- Reading Recovery
- Emergent Reader Groups
- Comprehensive Literacy Classrooms
- Literacy Lab
- Smart Start, Smart Step, Next Step Strategies
- Hot Springs Learning Institute
- Monthly Module Testing in Literacy and Mathematics for grades 1-12
- Data-driven Instructional Decisions by Collaborative Teacher Groups
- Literacy and Mathematics Coaches at all grade levels K-12
- Extended Day and Extended Year Tutorial Programs
- Concurrent Credit (through the Secondary Center at Arkansas Northeastern College)
- Advanced Placement Courses in Core Content Areas
- Gifted and Talented Program for Students in all grades K-12
- Alternative Education Program for Students in grades 7-12
- Fitness and Wellness Training for Students in all grades K-12
- Daily Double Block Classes in Literacy and Mathematics in grades K-9 (To be extended to grades 10-12 in 2007-08)
- Collaborative Planning Time for Teachers in Core Content Areas

These are a few of the many intervention strategies we employ on a daily basis to serve our students.

Thank you for giving consideration to our concerns as we continue to devote full attention to maximizing our opportunities to improve learning for the young people of this community.

Yours truly,

Bruce E. Daniels, Ph. D.
Superintendent

James T. McMahan II
School Board President

Attachments

Items of Concern Related to the University School Application

- Pages 2 and 3, Item 3: Since the application focuses on the high poverty and at-risk students in the county school districts, logical questions arise as to how the charter school's enrollment will be monitored to assure its student percentages mirror those percentages of high poverty, at-risk students in the existing public schools. One would conclude there is an intention to primarily serve this segment of current student populations. No indications are given as to how this will be accomplished.
- Pages 4-7, Item 5: Area test scores coupled with disciplinary problems listed in this item do not by themselves support the need for this school. Test scores are a regular focus in the Blytheville School District. Upon review of discipline reports statewide, the numbers listed would appear to be typical. Those dealing regularly with reporting of discipline are well aware of the consistency problems with such reports.
- Pages 7-21, Item 6: The University School application goes into great detail about using distance learning, synchronous and asynchronous training, and concurrent credit opportunities for its students. All these programs are available and regularly accessed by county school districts on an as-needed basis. Also mentioned is a "partnership with Arkansas Northeastern College" to allow students to participate in an early college program. This is not a partnership but a service provided by the college in which high school students currently participate and have participated for a number of years. What is this University School designed to provide students that the public school districts do not already have in place? Research consistently establishes that while various aspects of distance learning are effective, a real live teacher in the classroom has a much stronger effect on increases in student learning than any other factor. Discussion relative to this aspect of classroom seems to be missing.
- Page 19, Professional Development: While professional development seems to be adequately addressed, the suggestion that professional development challenges can be "met without much difficulty" appears to be somewhat naïve to those who have dealt with this challenge for a number of years.
- Pages 22-23, Item 8: The process utilized to develop and align curriculum with the Arkansas Curriculum Frameworks is much more involved and important than to simply rely on SMART Core, APEX and PLATO. While these are good resources, staff involvement and buy-in are critical to this process. No explanation is provided as to how this involvement will take place.
- Pages 25-26, Item 11: Even though a non-discrimination policy is mentioned, no mention is made as to how the applicants will assure racial percentages that mirror in any way those of the Blytheville Public Schools.
- Pages 26-27, Item 12: "The University School will make every effort to hire Arkansas certified teachers and administrators. The Board of Directors, however, would like to be able to hire highly qualified individuals even if those persons do not have the appropriate Arkansas teacher's or administrator's license." Careful reading of the remainder of the application would indicate that this is not the intent of the Academy as is stated many times. Highly qualified teachers and not necessarily certified teachers are suggested. It should be noted that the expression "highly qualified teacher" has specific meaning now in Arkansas and the teacher being properly certified or licensed is a primary criterion for being "highly qualified."

In this section, also, a number of waivers are requested. One of these relates to the Minimum base Salary and their intent to use a performance-based salary schedule. No specifics are given relative to such a performance-based salary schedule, the implementation of which has been shown over many years to be extremely difficult and time consuming and almost totally without success in school settings.

- Pages 31-33, Item 17: Many exemptions from state standards are requested here, but a few will be mentioned here. Section F on Special Education is more than a little unclear. Little allowance is made in the projected budget for Special Education services. Of the six school districts in Mississippi County, five have from ten to fifteen percent (10%-15%) of their students in need of Special Education services. This is a major part of the educational services we provide for our students, and their application makes little provision to serve students with special needs. (Also, paragraph #3 describing Special Education services suffers from some "cut and paste" problems making its meaning quite unclear.) Section G on Alternative Education indicates this charter school is an alternative education program. While this may be true, this is not the type of Alternative Education program currently being implemented by other Arkansas School Districts.
- Page 34, Uniform Grading Scale: While the applicant requests an exemption from the Uniform Grading Scale requirement in order to implement a more rigorous grading scale, the grading scale described on Page 20 is the same as that currently used by the Blytheville Public School District.
- Page 38, Final Paragraph: The application finally states, incorrectly, "The public school districts in Mississippi County are not currently under a desegregation order." The Blytheville School District has been under a desegregation order for more than thirty-five (35) years. While compliance with the order does not work a burden for the district, and even though it has been in place for many years, the order remains in place and has not been lifted.
- Page 38, Final Sentence: ". . . it is not expected that the University School will have any significant impact on any school district's desegregation compliance." However, the Blytheville School District does expect the Academy to have a negative impact on its desegregation compliance. The 82% of our students at or below the poverty level are a large majority African-American and lack the ability to travel ten miles one way to school for 188 days without transportation being provided. Those families who have the ability to provide access to the proposed charter school would be a large majority Caucasian middle class. Our ratio of African-American to Caucasian students, which currently is 77:21 would only increase, effectively re-segregating our schools.

The preceding items represent examples of the many reasons why the Board of Education of the Blytheville Public Schools voted unanimously to oppose the application to locate a 9-12 charter school (The University School) in the Blytheville School District. Similar concerns resulted in the Board vote to oppose the granting of a charter for a K-8 school to be located in the Gosnell School District.

RECORD OF SPECIAL BOARD PROCEEDINGS
(MINUTES)

Blytheville, AR
October 26, 2006

The Blytheville Board of Education met in a special meeting at the Blytheville School District Administration Building at 405 West Park Street at 5:30 p.m. on October 26, 2006, with the following members present:

(1) James T. McMahan II, President
(2) Gene Henton, Vice President
(3) Marrietta Jerome, Secretary
(4) Steve White
(5) Tommy Bennett, Jr.
(6) Billy Fair
(7) Lori Hixson

The following member was absent: Ollie R. Lofton

Others present for the meeting: Christie Benham (*Blytheville Courier News*) and Sandy Hughey

1. CALL TO ORDER — President McMahan called the special meeting to order.

2. CHARTER SCHOOL APPLICATION — Upon the recommendation of Superintendent Daniels, a motion was made by Marrietta Jerome and seconded by Lori Hixson that notice be given to the State Board of Education that the Blytheville Board of Education opposes the application for Grace Academy by Great River Academic Center for Excellence, Inc.

   Motion passed by unanimous vote.

3. CHARTER SCHOOL ESTABLISHMENT — Upon the recommendation of Superintendent Daniels, a motion was made by Steve White and seconded by Gene Henton that the Blytheville Board of Education opposes the establishment of The University School by Great River Academic Center for Excellence, Inc.

   Motion passed by unanimous vote.

4. ADJOURNMENT — The meeting adjourned at 5:55 p.m.

Bruce Daniels

Bruce E. Daniels, Ph.D.
Ex-officio Financial Secretary

Armorel School District

Board of Directors

Mr. Jeff Parish, President
Mrs. Susan Hughes, Vice-President
Mrs. Annette Parish, Secretary
Mr. John Schmalzried
Mr. Marcus Kortan

P. O. Box 99
Armorel, AR 72310

Superintendent
Mr. Mike Hunter

Phone: (870) 763-6639
Fax: (870) 763-0028

October 23, 2006

Mrs. Mary Ann Brown, Charter Schools
#4 State Capitol Mall Room 305 B
Little Rock, Arkansas 72201-1071

Arkansas State Department of Education
Arkansas State Board of Education

On Behalf of the Armorel Public School District and the Armorel Board of Directors, I am writing to express our opposition to the request of Great River Academy to start an open enrollment Charter School in Mississippi County, specifically Grace Academy and University School. Because we are a small school, striving to excel and maintain adequate enrollment, we would find it very difficult to give up $5,600.00 per student should one choose to attend G.R.A.

Members of the Armorel Board of Director and I all agree we are opposed to the state funding a Charter School which in essence would be a private school in Mississippi County for select students whose parents/guardians could afford to transport their students to and from school on a daily basis, for those who could pay for their child's lunches on a daily basis. Other concerns of which we have include: (1) G.R.A. seemingly has no accommodations for Special Education, (2) G.R.A. has identified low income and academically deficient students as an area of concern, yet have not addressed how they are going to raise those standards (3) Are all State and Federal guidelines followed? (4) Are highly qualified/certified teachers being used in the major academic areas, or just the most qualified person they could find?

As before, the application for the Charter School, G.R.A. is asking exemption of many state laws and guidelines as set by the State Legislative and the State Department of Education. Again, G.R.A. does not address how they will meet the regulations as set up by No Child Left Behind, Bench Mark exams, average yearly progress, etc.

We at Armorel feel a quality education is offered to our students. Our academic test scores remain among the highest in the state. The district is continually upgrading and increasing the technology aspects of both our elementary and secondary campuses. We currently offer 51 courses in grades nine through twelve including four College

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CHARTER SCHOOL OFFICE

Armorel School District

Board of Directors

Mr. Jeff Parish, President
Mrs. Susan Hughes, Vice-President
Mrs. Annette Parish, Secretary
Mr. John Schmalzried
Mr. Marcus Kortan

P. O. Box 99
Armorel, AR 72310

Superintendent
Mr. Mike Hunter

Phone: (870) 763-6639
Fax: (870) 763-0028

Board Advanced Placement courses, and concurrent credit courses through Arkansas Northeastern College.

Therefore, the Board of Directors and I agree it is not in the best interest of the Armorel Public School District to support the state funding of an open-enrollment charter school in Mississippi County. We ask the State Board of Education to deny this request in as much as we already have excellent schools in our county that are achieving.

Sincerely,
Mike Hunter, Superintendent

Armorel School District

cc: Mrs. Catherine Dean, President
Great River Academy Center for Excellence

GOSNELL SCHOOL DISTRICT
Stan Williams, Superintendent
600 HIGHWAY 181
GOSNELL, AR 72315

Telephone:(870)532-4000 Fax: (870)532-4002

October 30, 2006

Ms. Mary Ann Brown
Arkansas Department of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Ms. Brown:

The Gosnell School Board voted unanimously on October 30, 2006, to disapprove the Open Enrollment Charter School Applications of Grace Academy and The University School. These two proposed charter schools are sponsored by the Great River Academic Center for Excellence Incorporated.

The Grace Academy Charter School will be located in Gosnell School District. The University School will be located in the Blytheville School District. The Gosnell School District will lose students to the charter schools as will all schools in Mississippi County. Every student we lose will cost our district $5,662.00 per student. Low socioeconomic students will not have the transportation to attend the charter schools. The potential impact is that the charter schools will be mostly white students (white flight) from the higher socioeconomic group. On October 1, 2006, 61% of our students were receiving free or reduced lunches. If the charter schools are approved, the percentage of students receiving free and reduced lunches will increase.

Our school provides an excellent curriculum with highly qualified and certified teachers. We offer 116 courses in high school. These courses include the following: off campus vocational classes, on-line Virtual High School, four advanced placement courses / their prerequisites, and vocational internship. Our secondary school articulates courses with Arkansas Northeastern College. Courses that are offered have been attached.

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OCT 31 2006
CHARTER SCHOOL OFFICE

Gosnell School offers a variety of programs during the school day, after school, and during the summer.

The following is a list of these programs:

- Literacy and Mathematics Coaches
- Orchard Labs
- New Century Labs
- Smart Start, Smart Step, Next Step Strategies
- After School Tutorials
- Saturday School
- Off-Campus Vocational Classes
- On-Line Virtual High School
- Four Advanced Placement Courses
- Vocational Internship
- Summer CPEP Program
- Parental Involvement Center and Coordinator
- Gifted and Talented Enrichment Program (All students K-1)
  Gifted and Talented Program (Grades 2-8 / pull-out)
  Gifted and Talented Seminar Program (Grades 9-12)
  All Secondary Teachers in the district are trained in Gifted and Talented Secondary Content Areas.
- Credit Recovery Program
- Positive Behavior Intervention and Support Program (PBIS)
- Target Testing in Mathematics and Literacy
- Title I Target Assisted Math and Reading
- Accelerated Reading
- Accelerated Math

The Grace Academy made the following statement under Media Center on page 23 of their application: If the initial enrollment is not such that hiring a full-time licensed library media specialist, Grace Academy will take the steps necessary to have personnel on staff who can appropriately instruct students in the development of media and research skills. The budget page (61) for Grace Academy does not list an employee for the media service. According to Standard XI 16.02.3 – A school with fewer than 300 students shall employ at least a half-time licensed library media specialist.

The Grace Academy states that their Board of Directors would like to be able to hire highly qualified individuals even if those persons do not have the appropriate Arkansas teacher's or administrator's license. Degreed teachers that are lacking certification will be encouraged to pursue the Alternative Teacher Certification program that is offered by the Arkansas Department of Education. Grace Academy states that they will provide the necessary funds to allow teachers to do this. However, these funds are not listed in the Grace Academy budget.

The Grace Academy states that since state transportation aid is not available to charter schools, Grace Academy will not provide transportation. The Gosnell School District does not receive transportation aid, and we serve our students with 18 regular bus routes and 1 handicapped route. Last school year, the Gosnell School District spent $432,528 for transportation which includes the purchase of a new school bus. The Gosnell School district has budgeted this school year $455,072 for transportation which also includes the purchase of a new bus ($64,250.00).

Fourteen percent of the Gosnell students in grades K-12 receive special education services. The Grace Academy projected an enrollment of 214. Fourteen percent of 214 is 30 students. Since the Grace Academy is in the Gosnell School District, they should have about the same percent of special education students as the Gosnell School District. That would be about thirty special education students which would require many special education services. The Gosnell School provides the following special education services:

Resource
Self-Contained
Speech
Physical Therapy
Occupational Therapy
Specialized Transportation

The Grace Academy does not list a teaching position on their budget page for special education. Special education services are very expensive. Federal Law IDEA 2004 requires special education students to be served by highly qualified teachers.

Attached are the Gosnell School Districts scores on the ITBS and Benchmark tests. We continue to make progress.

The proposed charter schools, Grace Academy and The University School, have requested a large number of exemptions, waivers, and deviations from state laws, regulations, and standards. Their request for this number of exemptions is completely inconceivable. All schools (public and charter) in the state of Arkansas should follow the same state laws and regulations. If the Arkansas State Board allows these charter schools such exemptions, waivers, and deviations from state laws, regulations, and standards, then every public school in Arkansas should have the same right to exclude what they perceive as not just or needed.

A few of the inconceivable requests are:

Exemption: from certified teachers
Exemption: Standard XIV: Supplemental Educational Opportunities
19.03 Alternative Education Program
19.03 Gifted and Talented Education
Exemption: A.C.A. 6-17-1501 Teacher Fair Dismissal Act
A.C.A. 6-17-1701 et seq. Public School Fair Hearing Act
A.C.A. 6-15-1004 Qualified Teachers in Every Public School Classroom
A.C.A. 6-17-302 Public School Principals- Qualifications and Responsibilities
A.C.A. 6-17-309 Certification Waiver
A.C.A. 6-17-401 Teacher License Requirement
A.C.A. 6-17-902 Definition of a Teacher
A.C.A. 6-17-920 Examination of Teacher's Contract
A.C.A. 6-17-919 Warrants Void Without Certification and Contract
Exemption: Standard X: Personnel
15.03 Licensure and Renewal
15.03.1
15.03.2
15.03.3
Exemption: A.C.A. 6-17-203 Committee for Each School District
Exemption: A.C.A. 6-20-1402-1407 Minimum School House Construction Standards
Exemption: Standard XI: Support Services 16.01 Guidance and Counseling
Exemption: Standard XI: Health Services – Health and Safety Services 16.03.1
A.C.A. 20-7-135 Nutrition and Physical Activity Standards-Implementation and Act 29 of the Second Extraordinary Session 2003
Exemption: Subchapter 3: Employment and Assignment
Exemption: Subchapter 9: The Arkansas Teachers' Salary Law

The proposed charter schools, Grace Academy and The University School, do not compare to the Gosnell School District. The proposed charter schools would be a waste of taxpayers' dollars. Why spend our tax dollars on these two charter schools that can not duplicate the excellent, well established practices at the Gosnell District? Please deny the request for the Grace Academy and The University School proposed charter schools.

Respectively submitted,

Donnie Wright, President of Gosnell School Board

Stan Williams, Superintendent of Gosnell Schools

Gosnell High School + College Credit

Dear Parents:

Your children may be enrolled in high school classes that may enable them to receive college credit at the same time.

Is your child enrolled in one of the following Gosnell High School classes?

GHS		ANC (Arkansas Northeastern College)
• Word Processing	=	Word Processing
• Desktop Publishing	=	Desktop Publishing
• Computerized Accounting I	=	Survey of Accounting
• CT: Business Applications	=	Computer Fundamentals
• Child Dev. and Parenting	=	Child Development
• Intro. to Horticulture	=	General Horticulture & Lab
• Plant Science	=	Introduction to Plant Science
• Environmental Resources; Soil and Water	=	Intro. to Soils/Nutrition & lab

If so, they may receive ANC credit for the ANC course listed if they earn an A or B in the GHS classes, plan to be a program completer, and take at least one class at ANC in order to create an ANC transcript. Of course, it is not mandatory that they participate in this program—it is a choice.

Benefits to you and your child are:

- College credit at ANC while in the high school classroom
- No cost for tuition or books
- Credit may transfer to other colleges or universities as part of a degree plan or as an elective

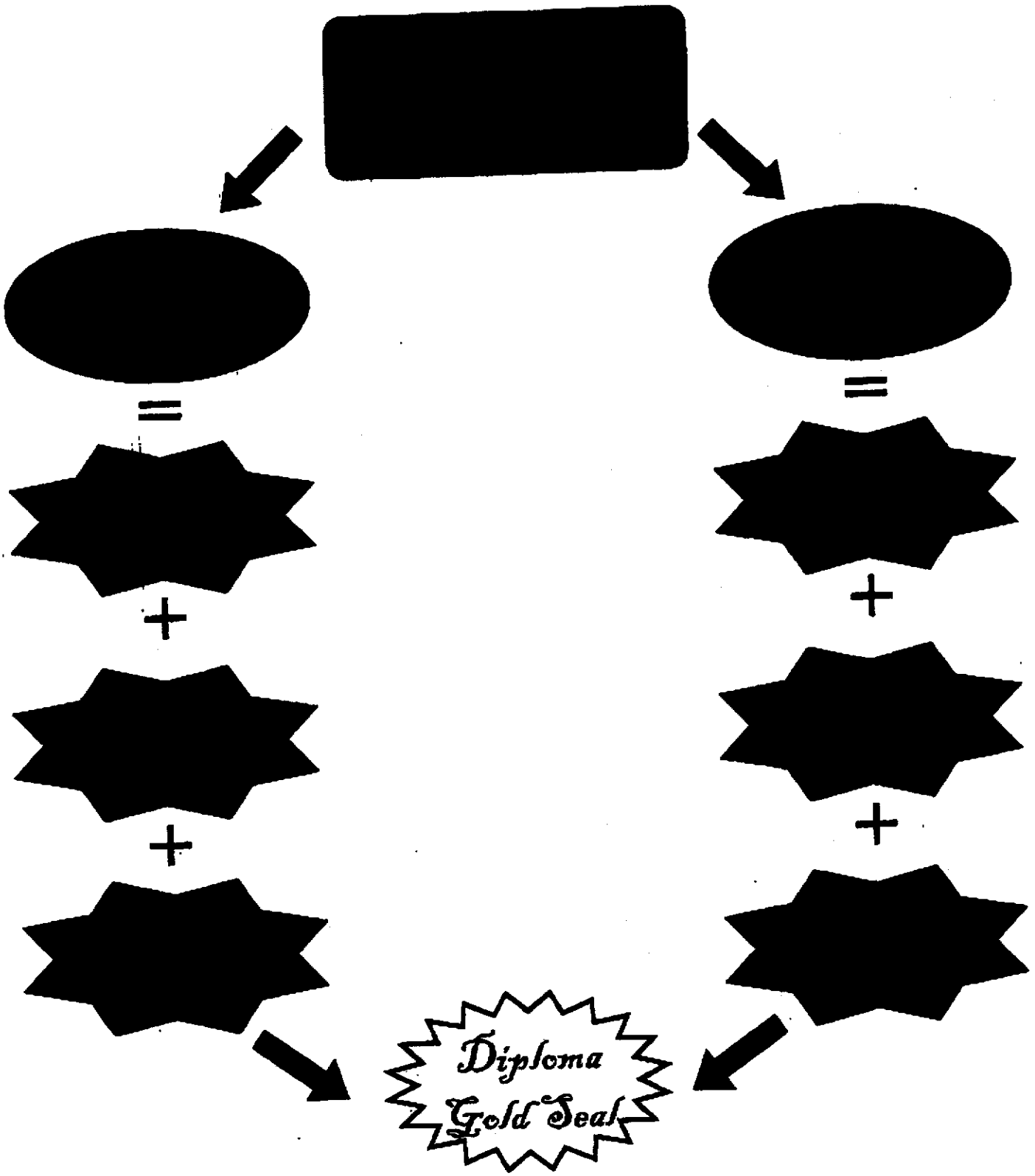
Teachers who teach these articulated (College Now) classes are: Claudia Briley, Jan Crosskno, Carolyn McNeely, Jame Pearce, and Jim Thieme. You will receive correspondence throughout the year about this "College Now" program from Amber Smith, the ANC Program Coordinator.

If you have questions, please contact one of us at GHS (532-4010).

Sincerely,

Kevin Evans, Principal

Are You a Completer?



Business Department
Mrs. McNeely

Arkansas Virtual High School and Compressed Video Classes

The Distance Learning program can be used two fold at Gosnell School District. The mission is to provide distance-learning courses, through a variety of delivery methods that will complement traditional high school curricula.

First, Distance Learning can be used to expand the curriculum at Gosnell High School. Classes that are not currently offered but are approved by the Arkansas State Board of Education can be found through Arkansas Virtual High School and Compressed Video Network. In addition to this, classes that are only offered at Gosnell once a day which are in conflict with other classes offered once a day can now be taken online giving the students more options in scheduling.

Second, Distance Learning can be used as a credit recovery program for students who have failed one or more semesters in a subject, which is required for graduation. In distance learning the student will have the ability to complete one semester during the summer (June) or two semesters during the regular school year.

These classes may be taken by computer or through the compressed video network. The Distance Learning hours offer the students access to computers, trained teachers, and a structured classroom setting in which to work. Distance learning is a more rigorous course of study simply because the responsibility of the class work lies upon the individual student. Currently Gosnell High School has 28 students enrolled in 10 different classes through Arkansas Virtual High School. There are also 36 students enrolled in three different classes through the compressed video network from the Arkansas Department of Education Distance Learning Center at Maumelle, Arkansas. An additional 20 students are enrolled in a course through the Dawson Center for Distance Learning in Arkadelphia, Arkansas.

ACT Preparation CPEP

June 5-30, 2006

See Mrs. McNeely

AP and Pre AP classes offered at GHS.

Pre AP English I, English II, English III, AP English IV

Pre AP Classes are offered for 9-11th graders who have exhibited a mastery of grammar skills and the ability to incorporate these skills into compositions. Advanced grammar concepts are presented. In literature, an in-depth study of the short story, drama, and novel is provided. Students also intensely write in a variety of modes for a variety of purposes. The courses follow the requirements of the College Board for Pre-AP English.

AP English IV offers students the opportunity to pursue and receive credit for college-level course work completed at the English school level. An intensive study of American and English novels is conducted with a comprehensive history of English literature which includes several Shakespearean plays. Writing assignments focus on the critical analysis of literature and include analytical and argumentative essays.

AP Physics B
Must have completed course work in Algebra II and Trigonometry
This is an advanced level course open to seniors. The class is non-calculus based and includes topics in both classical and modern physics. Topics include the momentum, laws of motion, conservation of energy, thermal dynamics, sound, optics, modern physics, electricity, and magnetism. These topics are developed through lectures, demonstrations, and lab experiences. Knowledge of algebra and trigonometry is required.

Pre-AP Algebra I
Must have completed pre-algebra
This course is designed for highly motivated students who plan to take advanced math classes throughout high school. The course follows the requirements of the College Board for Pre-AP Algebra I. Upon completion of Pre-AP Algebra I, students will be prepared for Pre-AP Geometry and/or Pre-AP Algebra II.

Pre- AP Geometry
Must have completed Algebra I
Pre-AP Geometry covers the same material as the regular Geometry course but at a faster and more in-depth pace. Pre-AP Geometry involves the study of undefined terms, proofs, special lines, congruent and similar figures, area and volume of figures, and coordinate geometry. In this class, students will do the following: discover points, lines, planes, and angles, connect reasoning and proof, use perpendicular and parallel lines, identify and apply congruent triangles, explore Quadrilaterals, connect proportion and similarity, apply right triangles and trigonometry, analyze circles, explore polygons and area, investigate surface and volume, and describe coordinate transformation.

Pre-AP Algebra II
Must have completed Algebra I and Geometry

Pre-AP Algebra II coursework includes working with linear equations, graphs and systems of equations. Also, there is focus on matrices, polynomials, radical expressions and quadratic functions. The students must be motivated to learn and able to do independent work. Critical thinking skills are required. Only highly motivated students should be in this class. The course follows the requirements of the College Board for Pre-AP Algebra II. Upon completion of Pre-AP Algebra II, students will be prepared for Pre-AP Pre-Calculus/Trigonometry, or College Algebra. This class also prepares them for the ACT.

Pre-AP Calculus/Trigonometry
This course involves the study of relations, functions, graphs, and trigonometry as well as advanced functions and graphing, and discrete mathematics. This is an introduction to AP Calculus and it will prepare students for College Algebra. In this course students will write and apply linear relations and functions, solves systems of equations and inequalities, study and manipulate the nature of graphs, solve and graph polynomial and rational functions, and much more.

AP Calculus AB
Must have completed Geometry and Algebra II
This course includes the study of functions, limits, derivatives and differentiation, integrals and integration, sequences and series. In this class, students will do the following: study functions and models, calculate limits and derivatives, learn and apply rules, apply rules of integrations, solve differential equations, and estimate sums of infinite sequences and series. (Students will be required to take an AP exam for the completion of this course.)

AP U.S. History
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to the use made by full-year introductory college courses. Students should learn to asses historical materials---their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

INTERNSHIP

"Internship," a new program of study, prepares students in regard to readiness for the workplace.

Following, you will find a synopsis of this new approach of training students for gainful employment. Please note: The official internship workstation must be relevant to the student's career forecast. Also, relative to the placement in this program of study, there is an average minimum requirement of 10 hours of training per week. Students must attend class (a simulated workstation) and apply the "work ethic" principles which are taught.

Program Description

The Workforce Education Internship program is designed to assist students in pursuing their career goals and to help them successfully transition from school-to-career. Students who expect to begin their careers immediately upon high school graduation, as well as those who need to complete post-secondary training prior to starting a career, can benefit from the program. The structure involves a strong business partnership that links the program and its participants to current resources, information, and guidance from professionals. It provides intense competency-based classroom and work-site instruction, incorporating academics and applied learning activities, all - specifically tailored to meet the needs of individual students. It also fosters articulation of programs between high schools and post-secondary, credit-granting institutions and apprenticeship programs. A post-graduation monitoring system is incorporated that identifies and addresses graduates' ongoing needs as they advance toward their identified career objectives. *One credit* will be awarded for completion of class hours and assignments in addition to 180 hours of work site study up to a maximum of 4 credits (72 hours of coordinator contact and 720 hours of guided work study) *within a consecutive two-year period.*

Internship Requirements

A participant must:

1. Be an 11th or 12th grader (at least 16 years of age).
2. Have an adequate attendance record in the previous year.
3. Be in good academic standing (at least a 2.0).
4. Preferably, have taken the *pre-requisite*, Workplace Readiness, or attempt to take it in the Fall that the internship position begins.
5. *Preferably*, be enrolled in the *third* unit of study in the career focus area. (There is a strong emphasis on a student becoming a vocational completer by graduation.)
6. Have letters of recommendation from two teachers (one in the student's career area and one outside the student's career "major"), a counselor or an administrator, and two adult (non-relative) long-time acquaintances; preferably, one of these from a former employer" (possibly, even someone who employed the student to do a minor job or merely a few work tasks; such as, mowing a lawn or baby-sitting).
7. Submit an application.
8. Take the Kuder Career Assessment (a means to identify or verify a career focus).
9. Conference with the Internship Coordinator to determine status for approval

Note: *Presently*, internships are only available within the following vocational areas:

Agriculture Department
Family and Consumer Science Department
Business Department

[This is not to say that an internship could not be requested. If it is determined that appropriate courses have been taken as pre-requisites, it might be approved by the State Department. (This must be – in order to warrant the formulation of a written program for a career focus which is outside the traditional "vocational course" realm.]

LIST OF COURSES OFFERED
SENIOR HIGH 9th, 10th, 11th, 12th

Course	Credit/Sem
English I	1/2
English II	1/2
English III	1/2
English IV	1/2
Pre AP English I	1/2
Pre AP English II	1/2
Pre AP English III	1/2
AP English**	1/2
Speech*	1/2
Speech (Full year)	1/2
Drama I	1/2
Drama II	1/2
Journalism I-IV (Newspaper)	1/2
Journalism I-IV (Yearbook)	1/2
Civics/Government	1/2
American History	1/2
World History	1/2
Competitive Edge in Government	1/2
Psychology	1/2
AP American History**	1/2
Agriculture Science & Technology	1/2
Managing Our Natural Resources*	1/2
Environmental Resources*	1/2
Plant Science*	1/2
Biological Plant Science*	1/2
Agricultural Metals I*	1/2
Agricultural Metals II*	1/2
Introduction to Horticulture*	1/2
Animal Science*	1/2
Agricultural Mechanics I*	1/2
Agricultural Mechanics II*	1/2
Word Processing I*	1/2
Word Processing II*	1/2
Computerized Business Applications	1/2
Computerized Accounting I	1/2
Computerized Accounting II	1/2
Desktop Publishing I*	1/2
Desktop Publishing II*	1/2
Family & Consumer Science	1/2
Family Dynamics	1/2
Foods and Nutrition*	1/2
Housing and Interior Design*	1/2
Parenting*	1/2
Managing Resources*	1/2
Workplace Readiness*	1/2
Internship	1/2

Course	Credit/Sem
Algebra I	1/2
Algebra II	1/2
Algebra I Part I	1/2
Algebra I Part II	1/2
Geometry	1/2
Investigative Geometry	1/2
Algebraic Connections	1/2
Transition Math	1/2
Pre AP Algebra I	1/2
Pre AP Algebra II	1/2
Pre AP Geometry	1/2
Pre AP Pre-Calculus/Trigonometry	1/2
AP Calculus AB**	1/2
Physical Science	1/2
Environmental Science	1/2
Biology I	1/2
Chemistry	1/2
Zoology	1/2
Physics	1/2
AP Physics B**	1/2
Art I	1/2
Advanced Art*	1/2
Advanced Instrumental Music*	1/2
Instrumental Music I-IV (Band)	1/2
Vocal Music I-IV (Choir)	1/2
Spanish I (CVN Lab)	1/2
Spanish II (CVN Lab)	1/2
French I	1/2
French II	1/2
French III	1/2
Gifted and Talented Seminar*	1/2
Driver's Education*	1/2
Physical Education	1/2
Health*	1/2

NON CREDIT HOURS
Remediation Algebra I, Geometry, English I, and English IV
Physical Activity
Library Aide / Teacher Aide

COURSES SUCCESSFULLY COMPLETED WILL NOT BE REPEATED. COURSES WILL NOT BE TAKEN OUT OF SEQUENCE. NO AUDIT OR INDEPENDENT STUDY COURSES WILL BE ALLOWED.

* Semester Courses ** Advanced Placement Courses

Gosnell School District

Benchmark Scores

2006

Grade 3	Literacy	40	State Average	57
	Math	50		67
Grade 4	Literacy	66		61
	Math	59		60
Grade 5	Literacy	63		56
	Math	53		50
Grade 6	Literacy	66		59
	Math	68		57
Grade 7	Literacy	35		53
	Math	37		50
Grade 8	Literacy	44		66
	Math	29		44
EOC	Algebra I	69		65
EOC	Geometry	42		60
EOC	11th Gr.	44		45
	Literacy			

Gosnell School District
ITBS Scores
2006

K	Reading	54	State Average	55
	Language	63		65
	Math	62		68
1st Grade	Reading	57		64
	Language	65		64
	Math	59		63
2nd Grade	Reading	80		67
	Language	76		66
	Math	78		63
3rd Grade	Reading	50		61
	Language	48		61
	Math	55		65
	Core Battery	49		62
	Soc. Stud.	45		59
	Science	45		60
	Sources Info.	49		63
	Composite	48		62
4th Grade	Reading	57		60
	Language	69		63
	Math	72		69
	Core Battery	68		63
	Soc. Stud.	58		57
	Science	59		61
	Sources Info.	70		63
	Composite	64		61
5th Grade	Reading	61		57
	Language	66		58
	Math	68		64
	Core Battery	66		59
	Soc. Stud.	60		54
	Science	62		61
	Sources Info.	68		60
	Composite	64		58

6th Grade	Reading	54		49
	Language	62		49
	Math	71		56
	Core Battery	62		51
	Soc. Stud.	56		50
	Science	61		55
	Sources Info.	66		54
	Composite	62		52
7th Grade	Reading	40		49
	Language	36		48
	Math	47		53
	Core Battery	39		48
	Soc. Stud.	40		49
	Science	43		55
	Sources Info.	43		51
	Composite	40		50
8th Grade	Reading	36		49
	Language	32		45
	Math	44		50
	Core Battery	35		47
	Soc. Stud.	38		48
	Science	41		54
	Sources Info.	42		50
	Composite	37		49
9th Grade	Reading	37		47
	Language	42		50
	Math	47		50
	Core Battery	41		49
	Soc. Stud.	43		48
	Science	42		51
	Sources Info.	43		45
	Composite	41		49

MANILA PUBLIC SCHOOLS

Post Office Box 670
MANILA, ARKANSAS 72442
TELEPHONE (870) 561-4419
FAX (870) 561-4410

Pamela Castor
Superintendent

BOARD OF EDUCATION
Tony Crowell, President
Jackie Hill, Vice-President
Donald Master, Secretary
Steve Metheny
Scott Misner
Johnny McCain
Justin Veach

To: Arkansas Department of Education Charter School Office

From: Manila School District

Date: October 24, 2006

RE: Great River Academic Center for Excellence, Incorporated Charter Applications:
Grace Academy K – 8
The University School 9-12

Manila School District opposes approval of the charter applications submitted by the Great River Academic Center for Excellence for both Grace Academy and The University School.

Opposition to the applications is based on the following findings by the Manila School District Board of Directors. Approval of the applications for formation of Grace Academy and The University School will have a negative impact on Manila School District. Because the applications make no provision for transportation of students, only those families having the financial means to transport students will attend. In this era of rising fuel costs the result will likely be an opportunity for segregation of students by income level. Juxtaposed with the identified students of need in the county; high poverty students and special education students, a paradox emerges. Alternative educational methodology and choice for students most in need will not result from the formation of either school.

Waiver requests for teacher licensing requirements when the availability exists for non-traditional licensing, leave doubt as to the quality of what the applicants term "qualified" or "highly qualified". Nonetheless, drawing from a limited pool of eligible teachers in shortage areas will have a negative effect on all public school districts in the county, including Manila School District.

The formation of Grace Academy and The University School by Great River Academic Center for Excellence, Incorporated will negatively impact public

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CHARTER SCHOOL OFFICE

school education, and thereby Manila School District's efforts to provide a quality, efficient, and effective public school education.

Pamela Castor
Superintendent

Tony Howell
President, Board of Directors

BOARD OF EDUCATION

Steve Brothers, President
Sylvester Belcher, Vice President
Ollie Collins, Secretary
James Baker
Billy Griffin
Michelle Weldon
Sally Wilson

Osceola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

MILTON WASHINGTON, Supt.

2750 West Semmes
P.O. Box 528
Osceola, Arkansas 72370
870 / 563-2561
Fax: 870 / 563-2181

October 30, 2006

Arkansas Department of Education
Charter School Office
#4 State Capitol Mall
Room 305-B
Little Rock, AR 72201

Dear Ms. Brown:

The Osceola School District's Board of Directors voted on October 27, 2006, to recommend disapproval of the Great River Academic Center for Excellence's open enrollment charter applications – GRACE Academy (K-8) and the University School (9-12).

The Osceola School District is not willing to support these open enrollment charters. We currently are working to further develop and to support the existing conversion charter school - the Academic Center of Excellence - within the Osceola School District. Progress is being made, and we want to be able to continue the positive results that students are achieving. We recognize there is room for continued improvement, and we desire the opportunity to continue the progress that is being made without outside forces draining our existing resources.

Respectfully submitted,

Steve Brothers
President
Osceola School District
Board of Directors

cc:

Great River Academic Center for Excellence, Inc.

311 W. Hale Avenue
P.O. Box 552
Osceola, AR 72370

RECEIVED
OCT 30 2006
CHARTER SCHOOL OFFICE

South Mississippi County School District No. 57
ROGERS FORD, SUPERINTENDENT
22 N. JEFFERSON
WILSON, ARKANSAS 72395

TELEPHONE:
870-655-8633

FAX:
870-655-8841

October 27, 2006

Ms. Mary Ann Brown
Arkansas Department of Education Charter School Office
822 Ranch Blvd.
Little Rock, Arkansas 72223

Dear Ms. Brown:

Please consider this letter in opposition to the Great River Academic Center for Excellence, Inc, and the University School, opening schools in our county.

Presently, there are six school districts in our county. There is no need of a seventh school district at a time when legislators are asking for consolidation of districts. This is an attempt to segregate our county by race and income. Students with transportation will be able to attend The University School, but poor students will not have the opportunity to travel twenty to thirty miles one-way to this school.

After a delay of one year, the applicants are still asking for exemption after exemption to open an inadequate school to pretend to be providing a quality education. The applicants are correct in their assessment of our schools. We provide an educational system for "all" students. We educate the special need students and the homeless child. The majority of our students are on free or reduced lunch and we recognize the challenge of providing an education for these students.

Please dismiss the applications from Great Rivers Academic for Excellence, Inc., as being detrimental to the schools in Mississippi County.

Sincerely,

Rogers H. Ford

Rogers H. Ford
Cc: Catherine Dean

RECEIVED
NOV 02
CHARTER SCHOOL OFFICE

GREAT RIVER
ACADEMIC CENTER FOR EXCELLENCE, INC.

311 West Hale Avenue
P.O. Box 552
Osceola, Arkansas 72370

Telephone: (870) 563-5000
Facsimile: (870) 563-3430

Thursday, November 9, 2006

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

VIA CERTIFIED MAIL

Re: NOTICE OF APPEAL

Dear Ladies and Gentlemen:

Great River Academic Center for Excellence, Inc. ("Great River") has filed an application to establish an open-enrollment charter school ("the University School") within the Blytheville School District. Blytheville School District has now filed its objection. Please accept this letter as Great River's written notice of appeal.

According to Ark. Code Ann. § 6-23-102, the purpose of the Arkansas Charter Schools Act of 1999 (hereinafter referred to as "the Act") is to:

- improve student learning;
- increase learning opportunities;
- encourage different and innovative teaching methods;
- create new professional opportunities for teachers (including the opportunity to be responsible for the learning program at the school);
- provide parents and pupils with choices;
- hold the schools established accountable for meeting measurable student achievement standards

Great River has timely submitted its application in strict compliance with all statutory and regulatory requirements. Great River's application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2005. Nonetheless, Blytheville School District opposes the application.

Under the Arkansas Department of Education Rules and Regulations Governing Charter Schools, Section 8.06, "[t]he local board shall vote to approve or disapprove the application and prepare *written findings*" (emphasis added). Thus, for Blytheville School District to legitimately object to the application, it must clearly set forth reasons that, if true, reveal some fatal flaw in the education plan. Blytheville School District has not done so.

RECEIVED
NOV 14 2006
CHARTER SCHOOL OFFICE

Blytheville School District's "concerns" about the education plan itself boil down primarily to *questions* about monitoring enrollment (which are resolved by instituting a weighted lottery if necessary), a *question* about special education, a *question* about whether distance learning or live teachers are more successful, and a *question* about aligning the curriculum to the Arkansas Frameworks – all of which can be easily clarified for the State Board, if necessary, upon receipt of the Department's evaluation. However, the objection letter does correctly point out that professional development has been adequately addressed and that PLATO, APEX and Smart Core are good resources.

Given its lack of any concrete objection to the education plan, and the lack of success of the current Blytheville education plan, it appears that Blytheville School District's primary concern is the perceived negative impact the charter school will have upon the school district itself due to loss of students, and money. In opposing the school, Blytheville School District goes so far as to claim that it is not needed. However, irrefutable data indicates otherwise. In our application, we used the most current academic year data to demonstrate the need for an education alternative, a review of the three year trend of student performance demonstrates that need even more.

Arkansas Benchmark Exam - Trends % of students scoring below basic or basic

		Math			Literacy		
Grade	Sub-Group	2005	2004	2003	2005	2004	2003
3rd	Afr. Amer.	82			81		
	Eco. Dis.	74			75		
	White	41			51		
4th	Afr. Amer.	90	68	77	87	48	70
	Eco. Dis.	87	62	70	82	46	64
	White	72	40	37	62	29	34
5th	Afr. Amer.	85			78		
	Eco. Dis.	79			75		
	White	60			60		
6th	Afr. Amer.	87	95	97	70	71	88
	Eco. Dis.	78	90	96	62	77	82
	White	46	63	90	28.9	59	83
7th	Afr. Amer.	90			75		
	White	73			48.4		
	Eco. Dis.	85			70		
8th	Afr. Amer.	96	97	95	69	67	83
	Eco. Dis.	91	93	93	60	61	75
	White	74	77	84	30	40.1	49

Grade Inflation Rate	64.8	47.7	44.8
Graduation Rate	72.7	81.8	67.3
College Remediation Rate	73.3	67.1	63.3

Note that as the grade inflation and graduation rates increase, so does the college remediation rate -- leaving many parents under the false impression that their children are getting adequate educations and "on par" with national students.

Of particular concern is the serious, persistent gap in achievement levels between African American and Caucasian students. In 2005, researchers at the University of Arkansas drew the following conclusion about this shared concern:

Three years' analysis of the education achievement gap trend data of Blytheville School District students, on measures for literacy were as follows (emphasis in original):

> *The mean scaled score in 2002 for Black students was **173.429**. The mean scaled score in 2002 for White students was **194.024**. The difference of **20.596** can be statistically computed to an effect size of **0.674**, which represents **a meaningful** difference between the groups. It is representative of a **large** educational achievement gap in 2002.*
>
> *The mean scaled score in 2003 for Black students was **175.919**. The mean scaled score in 2003 for White students was **196.392**. The difference of **20.472** can be statistically computed to an effect size of **0.708**, which represents **a meaningful** difference between the groups. It is representative of a **large** educational achievement gap in 2003.*
>
> *The mean scaled score in 2004 for Black students was **184.834**. The mean scaled score in 2004 for White students was **205.209**. The difference of 20.375 can be statistically computed to an effect size of 0.682, which represents a meaningful difference between the groups. It is representative of a large educational achievement gap in 2004.*

Three years' analysis of education achievement gap trend data of Blytheville School District students, on measures for math were as follow (emphasis in original):

> *The mean scaled score in 2002 for Black students was **133.205**. The mean scaled score in 2002 for White students was **172.32**. The difference of **39.115** can be statistically computed to an effect size of **0.792**, which represents **a meaningful** difference between the groups. It is representative of a **large educational achievement gap** in 2002.*
>
> *The mean scaled score in 2003 for Black students was **135.717**. The mean scaled score in 2003 for White students was **184.815**. The difference of **49.099** can be statistically computed to an effect size of **0.913**, which represents a **meaningful** difference between the groups. It is representative of a **large educational achievement gap** in 2003.*

*The mean scaled score in 2004 for Black students was **149.627**. The mean scaled score in 2004 for White students was **192.747**. The difference of **43.12** can be statistically computed to an effect size of **0.792**, which represents **a meaningful** difference between the groups. It is representative of a **large educational achievement** gap in 2004.*

Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:

> (a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.
>
> (b) The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> (1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
>
> (2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or
>
> (3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

> The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
>
> 10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or
>
> 10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

The University School will be located in a district which meets not one, but all three of the criteria established for giving preference to an applicant. The University School will be located in a county in which five of the six school districts are classified as in academic distress.

The mandatory parental notification made by Blytheville School District correctly advised parents and students of their "right" to request a transfer into another school within the district which is not in academic distress. By that same notification, Blytheville School District advised its parents and students that there were NO ALTERNATIVES.

Therein lay the need for an open-enrollment charter school.

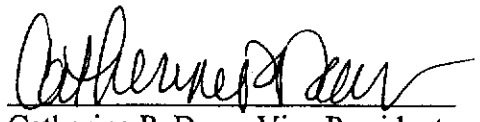
In regard to Blytheville School District's anticipated loss of students, statistical data shows that it will be less than perceived. According to the ADE Student Information System Database, there were a total of 2,891 high school students in Mississippi County during the 2005-2006 school year. Blytheville High School's enrollment was 814 – roughly 28 percent of the county total. The University School anticipates enrolling 150 students in its first year. Statistically, 42 of the 150 would come from Blytheville High School, representing only 1.38 percent of Blytheville High School's enrollment. Furthermore, if the University School maintains, by weighted lottery, the county percentages for African American to Caucasian students, Blytheville High School's ratio will be 75:22, and will not affect any effort by the Blytheville School District to desegregate. Please note that although the local district erroneously asserted it was under some desegregation order which had not been lifted, it is not. In fact, the case relied upon for such an assertion was **dismissed** on December 7, 1978, and is styled Mrs. Emanuel Franklin et al v. Board of Education of the Blytheville School District No. 5 et al, in the United States District Court, Eastern District of Arkansas, Jonesboro Division, cause no. J-71-C-35. A copy of the Judgment dismissing the case is attached hereto as Exhibit A.

Finally, Blytheville School District neglects to acknowledge that the Arkansas State Board of Education will oversee the charter school's operations. If the University School breaches its charter contract, it will close and its students will return to their respective districts. The only way Blytheville School District could be adversely affected in the long run is if the charter school is successful and Blytheville School District continues to fail. At that point, the argument would be solely about money (if it is not already). There is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children.

Great River respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Mississippi County, Arkansas, are entitled.

Respectfully submitted,

Great River Academic Center
for Excellence, Inc.

by: 

Catherine P. Dean, Vice President
Attorney at Law, AR 96034

/CPD

pc: Blytheville School Board
Mary Ann D. Brown, ADE
Charter School Office

IN THE UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF ARKANSAS
JONESBORO DIVISION

MRS. EMANUEL FRANKLIN, et al. PLAINTIFFS

v. No. J-71-C-35

BOARD OF EDUCATION OF THE BLYTHEVILLE SCHOOL DISTRICT NO. 5, et al. DEFENDANTS

FILED
EASTERN DISTRICT ARKANSAS
DEC 07 1978
W. R. McCLELLAN, CLERK
By [signature] DEP. CLERK

JUDGMENT

It is hereby Ordered, Adjudged and Decreed that this case be, and it is hereby, dismissed.

Dated this 6th day of December, 1978.

[signature]
United States District Judge

EXHIBIT A

GREAT RIVER ACADEMIC CENTER FOR EXCELLENCE

311 West Hale Avenue, P.O. Box 552
Osceola, Arkansas 72370
Telephone: (870) 563-5000
Facsimile: (870) 563-3430

Arkansas Board of Education
Charter School Office
ADE Technology Center
8221 Ranch Blvd.
Little Rock, Arkansas 72223

A copy of this letter is being sent via certified mail to each member of the local board of the district in which the school will be located and those local boards which will likely be affected.

RE: Letter of Intent to Apply for Open-Enrollment Public School Charter

Name of Eligible Entity: Great River Academic Center for Excellence

Contact Person: Catherine P. Dean
311 W. Hale Avenue, P.O. Box 552, Osceola, Arkansas 72370
Telephone: (870) 563-5000; facsimile: (870) 563-3430
Email: cddeanlaw@sbcglobal.net

Arkansas Congressional District Number: 1st District

Description of Eligible Entity: Great River Academic Center for Excellence, Inc., an Arkansas not-for-profit corporation, with members of parents and professionals from the local community; 501(c)(3) status pending.

Name of Proposed Charter School: Great River Academic Center for Excellence Early College Program

Location of Proposed Charter School: Mississippi County, Arkansas (**Blytheville School District**)

Proposed Grade Levels: K - 12

Purpose or Special Emphasis of the Proposed School:

Many children of the lower Delta region are victims of poverty, leaving them unchallenged and without opportunity. This lack of challenge and opportunity is reflected in the national test scores in the area. The purpose of Great River Academic Center for Excellence, Inc., is to fully immerse the community in a partnership with academics, fine arts, and state-of-the-art technology in order to prepare its graduates for success in continuing education, college and/or the work force. Parents, one of the most valued assets, will be trained and will serve on cross-functional, continuous improvement-type work teams to design and re-design the school's policies and to manage the school to achieve the above-referenced goals. Great River Academy intends to partner with a community college, and establish an early college learning program, which will assist and encourage its graduates to continue with higher education. This methodology will be presented and tested on Great River Academy, using performance measures, and ultimately shared with other schools in the Delta region.

RECEIVED
AUG 0 1 2006
CHARTER SCHOOL OFFICE

letter of intent-2.wps

Catherine P. Dean

GREAT RIVER
ACADEMIC CENTER FOR EXCELLENCE, INC.

311 West Hale Avenue
P.O. Box 552
Osceola, Arkansas 72370

Telephone: (870) 563-5000
Facsimile: (870) 563-3430

Thursday, October 5, 2006

Ms. Mary Ann Brown
Program Director Charter Schools
Arkansas Department of Education
#4 State Capitol Mall Room 305-B
Little Rock, AR 72201

RE: The University School

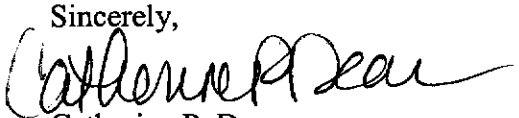
Dear Mary Ann:

Enclosed please find a photocopy of the return receipts which we have received to date from the superintendents of Blytheville, Armorel, Gosnell, Osceola and South Mississippi County, Arkansas, as evidence that we provided copies of our open-enrollment application which was filed on October 2, 2006. We have not yet received the return from Manila, but will provide you with a copy upon receipt.

It came to my attention after we mailed our application, that the original of the Open-Enrollment Charter School Application State of Assurances for The University School was attached to one of our copies rather than the original. If you would, please swap out the copy and replace it with the original which I enclose herewith.

Thank you for your assistance in this matter and please do not hesitate to contact me should you have any questions or wish to discuss this matter.

Sincerely,



Catherine P. Dean

/CPD

Enclosure

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Bruce E. Daniels, Ph.D.
405 West Park Street
Blytheville, AR 72315

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Clark Cal C. Date of Delivery 10-4-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7004 2890 0002 3778 7860

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Rogers H. Ford
22 North Jefferson
Wilson, AR 72395

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Pat Bonds C. Date of Delivery 10-3-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7005 0390 0003 8982 5212

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Milton Washington
2750 West Semmes
Oscoela, AR 72370

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) FAYE H. IC C. Date of Delivery 10/03

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7005 0390 0003 8982 5229

PS Form 3811, February 2004 Domestic Return Receipt 102595-02

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Stan Williams
600 North Highway 181
Gosnell, AR 72315

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Kathy Parker C. Date of Delivery 10-6-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mike Hunter
P.O. Box 88
Armorel, AR 72310

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Mike Hunter C. Date of Delivery 10-2-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
STATEMENT OF ASSURANCES

The signature of the Chief Operating Officer of the charter school certifies that the following statements are addressed through policies adopted by the charter school and, if approved, the 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 proposed open-enrollment 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 race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement. However, the charter may provide for the exclusion of a student who has been expelled from another public school district.

3. The proposed open-enrollment 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.

4. The proposed open-enrollment 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 school not waived by the approved charter.

5. An open-enrollment 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 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 6-20-402. No indebtedness of an open-enrollment charter school shall ever become a debt of the state of Arkansas.

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

7. The proposed open-enrollment charter school shall not be religious in its operations or programmatic offerings.

8. The proposed open-enrollment 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 school district is covered.

9. The employees and volunteers of the open-enrollment charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

10. The open-enrollment charter school shall be reviewed for its potential impact on the efforts of the public school districts within the proximity of the open-enrollment charter school to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

11. The proposed open-enrollment 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.

12. The proposed open-enrollment charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.

13. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment 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 Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

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

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

    (e) Public school accountability under this title; and

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

14. The facilities of the proposed 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.

TBH (to be hired)

Signature of Chief Operating Officer of the School

Date: 10/1/06

by: Catherine P Dean
Vice President, Great River Academic Center for Excellence, Inc.

Print or type name

FedEx Express **US Airbill**

FedEx Tracking Number **8596 8988 5234**

1 From *Please print and press hard.*

Date 11/15/06 Sender's FedEx Account Number 3332-3106-9

Sender's Name Charter Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B

Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201-1013

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

3 To

Recipient's Name Catherine P. Wean Phone (870) 563-5000

Company Great River Academic Center Exc/The University Sch

Recipient's Address 311 West Hale Avenue
We cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept./Floor/Suite/Room

Address
To request a package be held at a specific FedEx location, print FedEx address here.

City Osceola State AR ZIP 72370

0348245978

Sender's Copy

4a Express Package Service — *Packages up to 150 lbs.*

- [X] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate.

* To most locations.

4b Express Freight Service — *Packages over 150 lbs.*

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation:

** To most locations.

5 Packaging

- [X] FedEx Envelope*
- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
- [ ] FedEx Box
- [ ] FedEx Tube
- [ ] Other

* Declared value limit $500.

6 Special Handling — Include FedEx address in Section 3.

- [ ] **SATURDAY Delivery** NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
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519

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November 15, 2006

Ms. Catherine P. Dean
Great River Academic Center of Excellence
311 West Hale Avenue
Osceola, AR 72370

Dear Ms. Dean,

This letter is to inform you of the completion of the evaluation of the application for The University School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: The University School Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: The University School

Eligible entity status:
Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c)(3) Application effective date June 14, 2005

Comments:
Concerned regarding 501 (c) (3) Status for University School.

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Provide copies of any supporting evidence received.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Description presented for the objective is vague or missing	• Description for the objective is present but lacks detail.	• Description for the objective is complete and details all required information.

Average Score 7/10

Weaknesses:
There was no information including the number of attendees at the meeting. There was no sign-in information or other documentation of attendance and representation at the meeting. No vote tallies, minutes, or other documentation was included for the 9/21/06 meeting. Neither were there any letters or statements of support from non-attendees.

Attachments on pages 38-41 are from one or more 2005 meetings. With the exception of the newspaper notice attached on page 42, these were the only attachments, and do not provide additional support for this application. Difficult to determine which sign-ins were for this year?

OBJECTIVE 2

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. *The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.*

B. *The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.*

C. *The last publication of notice shall be no less than seven days prior to the public meeting.*

D. *Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.*

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 8/10

Strengths:
Information was included in each of the categories. A sample of the letter sent to superintendents was attached and a notarized statement that letters had been sent as required.

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 6/10

Strengths:
The organizational structure currently includes a wide variety of persons, and the application indicates that the board "will attempt to maintain" a wide variety of persons.

Weaknesses:
The process for determining program consistency with school mission is unclear. Under Board Responsibilities, the board would consider programs "[a]s needed by the Administrator". Under Administrator Responsibilities, the Administrator would "[e]valuate and report to the Board which programs are the most consistent with the school's mission. Although the board is charged with

"[ensuring] legal and ethical integrity and accountability", the extent of that legal integrity is unclear.

Will board members have individual legal responsibility, or will the board as a group bear responsibility for the actions of the school?

Missing student and community obligations.

Comments from Finance Department:
The role description for Financial Management is vague. The description is that the Board will ATTEMPT to maintain an individual with financial management expertise. A further description of the founding members of the Board include an individual who is a financial manager and a parent who is the office manager of an accounting firm. Academy should be aware of the critical importance of employing an individual with actual book keeping experience and, preferably, with APSCN data entry knowledge.

OBJECTIVE 4

Does the application give the mission statement for the proposed open-enrollment charter school?

Average Score 7/10

Strength:
The mission statement is inclusive of all student populations.

Weaknesses:
There is little indication of the specific uniqueness of the educational experience.

On the (undated) letter of intent to apply sent to the Arkansas Board of Education Charter School Office, the Proposed Grade Levels for this school are K-12. However, on the State Board of Education/Arkansas Department of Education/Application for an Open-Enrollment Charter School, the grade levels for the school are 9-12. If the K-12 grade levels are indeed correct, it is unlikely that there would be sufficient students in grades 9-12 to support the required 38 course curriculum.

OBJECTIVE 5

Does the application provide a description of the educational need for the school?

Average Score 8/10

Strength:
Graphic representation of scores is effective and easily understandable.

Weaknesses:
Scores on norm-referenced tests are listed as indicative of the need for the charter school. However, no graphs or other information on these scores was presented.

Chart references "Comprehension" scores. It is unclear if this is a subtest score or the score for the Literacy component of the Benchmark score. Additionally, there is no date on the chart, so it is unclear which year these scores represent.

There is an error in the title of the chart "2006 End of Course Literacy".

OBJECTIVE 6

Does the application describe the educational program to be offered by the charter school?

Average Score 6/10

Strengths:
There is assurance that the Standards for Accreditation requirements will be met, and all students will have access to Smart Core courses.

Weaknesses:
The educational program will be comprised of distance learning, web-based programs, and courses taught on-site by "qualified" teachers. The application lacks clarity as to how these will all blended together to provide the stated goal of providing the Smart Core Curriculum.

The reliance on distance learning and web-based programming is a concern. In particular, using web-based learning from providers outside the state's licensing purview is troubling. Is there any assurance that students will receive the one-on-one assistance from a human being with constant physical contact from teacher? The application noted that there will be a mixture of traditional instruction and compressed video instruction. Some type of assurance is needed regarding this matter. In addition, on page 12, there is a course entitled "Astrologyy 2nd Sem". Perhaps this should have been "Astronomy 2nd Sem"?

The role of the traditional classroom instruction in this curriculum is unclear. The professional licensure status of classroom instructors is also unclear. Will instructors be highly qualified and hold Arkansas licenses in the subject(s) in which they will be teaching? Will the school employ only instructors who have been fingerprinted and have had a background check, as it is required by law?

Concern with relative costs should not be such a high priority in selecting a delivery method.

A major concern is that the instructional day will not meet the legal requirements for 360 minutes of instruction per day for 178 days, assurances notwithstanding. Need sample of -grade level specific-daily schedule. If the schedule attached is the actual sample there are vital courses missing (English and Math).

More specifics are needed on time allotted for physical education (minutes/ days/week). How will Charter ensure that frameworks are covered in these and other courses? State law requires a certain amount of instruction in physical

activity/week. Charter needs to ensure that the frameworks associated with the required subjects are well documented when incorporated. There are health frameworks that must be covered, plus physical education/activity requirement in law. Concern regarding "option of participating" statement for enrichment classes and physical fitness activities. How will student receive instruction in these areas if they elect not to participate in these? On middle of page 21, it mentions physical activity, when will the students get this required activity?

How will library services be rendered? Reading is a critical aspect of education. Can the charter establish "classroom" libraries with a minimum of number of books per classroom?

The student/teacher ratio is difficult to be determined.

OBJECTIVE 7

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Average Score 7/10

Strengths:
Identifies criterion and norm-referenced tests students will take. Improvement to a level at or exceeding the state average is a reasonable goal.

Weaknesses:
What is the "Complete Battery" referenced under Longitudinal Student Performance Goals? While assessing school performance is important, it is still important to collect and report required student performance indicators, such as ethnicity and poverty status. There is no description of the SMART Core Sequence Assessment.

The Charter asking for a waiver from No Child Left Behind AYP for at least the first 3 years of its Charter.

What will be the immediate resources of assessment other than test scores by teacher? A major concern is placing child in a situation of having gone whole semester without grasping concepts or objectives.

Is there going to be any tool in place to monitor weekly or bi-weekly progress on areas child was not proficient in? What are the immediate goals? Constant effective monitoring is critical to success of Charter.

OBJECTIVE 8

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Average Score 5/10

Weaknesses:
The assurance that APEX and PLATO are aligned with the Arkansas Frameworks, and that students may take concurrent courses is vague. Cost seems to be a driving force in this section of the application.

It is imperative that Charter clearly understand what aligning the curriculum really mean. Will Charter depend on online entities to do it for them? Charter should explain the process they will use to align the curriculum. Staff development will be critical to ensure teachers are able to teach the aligned curriculum. What are the staff development expectations for staff? Charter will need to have procedure in place to stay abreast of changes. Who is assigned this responsibility? How will it be done?

OBJECTIVE 9

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Average Score 9/10

Strength:
Use of objective information from the ADE and US Census Bureau was appropriate.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 8/10

Strength:
Most required information included in this objective.

Weaknesses:
An explanation of policies and programs, and an opportunity for questions and answers from the attendees was not included in the items to be covered during the public meeting.

Will academic progress be reported in some form to parents weekly, bi-weekly or quarterly?

Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should

be involved and Charter should institute a level of accountability to assign responsibility to each party.

OBJECTIVE 11

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Average Score 9/10

Strength:
Information is drawn directly from applicable Acts/laws.

Weakness:
What are the provisions for students that have been expelled from another school district?

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 5.5/10

Strengths:
School will provide funding for teachers to pursue Alternative Certification.

Good class ratios with 8 teachers for 100 students.

Weaknesses:
Sixty college hours is required for paraprofessionals and aides.

Children from this background and of this age often experience problems that deal with psychological/emotional issues. Counseling services will be critical. Who will be responsible for testing?

Indicates that the school would like to be waived from the requirement for licensure in order to teach. There is no description of who would be a "highly qualified individual." The application seeks waivers for laws related to Teacher Fair Dismissal and School Fair Hearing Act, along with waivers from other laws and Standards.

The hiring of a maximum of two teachers for each of the grades 9-12 is inconsistent with the requirement that the 38 core courses be taught, and the school's expectation that it will exceed that minimum requirement.

The application does not address qualifications directly, only responsibilities of those holding the positions of board member, director, teacher, and parent/mentor. Charter needs to give specific qualifications of all positions. How will Charter meet the daily needs of students for contracted services?

Charter should ensure with professionals they are bringing in, under purchased services, and special guests from the community have background checks or somehow ensure safety of students and staff.

Shows 6 teachers in the budget but states that will have 8 teachers. What is the fiscal service position? No job description for position is included?

OBJECTIVE 13

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Average Score 5/10

Weaknesses:
There is no real information on how Apple PowerSchool will interface with APSCN SIS.

The board delegates the responsibility for purchases over $2,000 to the administrator, yet earlier in the application, the Board itself is charged with ensuring proper financial controls are in place. This is inconsistent.

The Charter states, "Parent volunteers will also be utilized", but does not clarify what this means.

The administrator prepares the budget for submission to the Board unless there is no administrator, in which case a Finance Committee prepares the budget. Where did the Finance Committee come from? Although a Chairman of the Finance Committee is identified earlier in the application, the rest of the committee goes unnamed, and the process for selecting committee members is not identified. Will the SIS program from the Charter be compatible with the Arkansas SIS system? How are the purchases approved and processed? How many signatures are required? How often will financial reports be presented to the Board?

Comments from Finance Department:
The application states the Academy will implement the "student information system licensed from Apple for PowerSchool". It further states "the information contained in the SIS will be readily available for different types of reporting..." The application is missing any reference to the use of, or interface with, APSCN.

The application set deadlines for the completion of the budget, and submitting the budget to the Board. These deadlines are not realistic based on state reporting timelines.

The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all district transaction information to the APSCN network in a compatible format and in sufficient detail as required by the department.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score 6/10

Weaknesses:
Will there be any individual site visits? Who would perform these? How often will these take place? Will there be some type of report presented to the Board? Response is not a description of how the audit will be done.

Comments from Finance Department:
The application states an audit firm will be hired to write an audit program to form a basis for an opinion on the material accuracy of the financial statements, AND TO IDENTIFY OPPORTUNITIES FOR PROCEDURAL AND OPERATIONAL IMPROVEMENT. It is inappropriate for an audit firm to make recommendations on issues the firm will audit. Charter needs to check for any laws prohibiting this.

OBJECTIVE 15

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Average Score 6/10

Strength:
There is an assurance that required data will be provided.

Weaknesses:
Although there is an assurance that data will be provided in "a timely manner", there is no indication that the Apple PowerSchool web-based student information system is compatible with APSCN. There is no assurance that student records

will be kept confidential or that access to those records will be only persons who need to have such access.

OBJECTIVE 16

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please 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 charter school will be located,

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply 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. 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.

Average Score 7/10

(See additional comments on the actual proposed site review by the Facilities Department. The average score above is not reflective of the site review.)

Strength:
Facility should not take much effort to prepare since it was used as a school previously.

Weaknesses:
Because the building is on the National Register for Historic Buildings, requested waivers from Minimum School House Construction Standards may preclude altering the structure to meet ADA and IDEA requirements. There is a concern that a building of this age would need only the three upgrades listed - asbestos

abatement in the Community Center building, handicapped access to the stage and modifications to exit doors. Is there a Plan B if the necessary changes can not be done in time for Charter to open? Charter may need to adjust budget as repairs for plumbing, electrical, and other maintenance issues.

Will Charter make accommodations for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and personnel?

Need an estimate on cost to lease the property. Is the area around the Charter free of businesses that may cause concern for safety of children?

Site Report by Facilities Department

1. **Charter School**: The University School

2. **Location**: 236 Hickory Lane, Burdett, AR

3. **General Observations**: The facility examined was the old Burdett School campus, located in the middle of the community. The main facility at the Burdett campus would be the one used for instructional purposes. It was built in 1940 and is in dire need of repair. The gymnasium is in the same condition. The only space deemed adequate at this time is the cafeteria that is currently being used by the community. The eight classrooms that are identified to be used require repair. Repair will also be required to additional classrooms as the program expands.

4. **Academic Suitability**: The classrooms appear to be sufficient size. Yet the overall size of the facility is under what is mandated by state standards for enrollment of 300 students.

5. **ADA Accessibility**: The facility is lacking in ADA hardware on all interior and exterior doors. There are no ramps at any of the entrances. The bathrooms are not ADA compliant.

6. **Life Safety Codes**: Some classrooms have two exits. The majority of the classes have windows which are suitable for emergency egress. There is no panic hardware found on the interior doors. It is not clear if a fire alarm system is onsite and operational.

7. **Conclusion and Recommendation**: It is recommended that after much work and renovations to the condition of this facility that it could be considered suitable for the academic program. However, it is felt that maintenance issues dealing with this facility are going to plague the school in the future.

It is the responsibility of the renter (applicant) to get a clearance from the lessee (building owner) that the facility to be utilized is free of problems with asbestos and lead based paint.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 6/10

Strengths:
Charter will be located in an old school building with Kitchen and Dining Facilities.

Charter School appears to have a current 501 (C) (3) designation by the IRS.

Weaknesses:
The application is too vague in all program areas.

A. Will conferences be optional or required? How often? How will the emotional needs of students be addressed? Who will be responsible for testing or other academic duties that pertain to career guidance?

B. How will charter meet the everyday needs of students? What if student has a headache, stomach ache, or has to take daily medications?

E. May need to include a cafeteria worker salary in the budget. Located in Burdette, AR it is highly unlikely that there will be sufficient staff or vendors to meet the requirement of the Child Nutrition Program. Does not specify who, how, or where meals will be prepared. Charter did not budget enough funds to support Meal Service.

F. Considering makeup of the anticipated student population, special education will be vital. Charter may want to consider a full time position in budget. The description of the provision of special education services is lacking in detail. The indication that the University School will use personnel "already on staff' for special education, does not indicate that they are aware there are NO waivers for special education teachers in the area of licensure. The line item budget for special education indicates "purchased services". Not clear what that would be for $4,500. Need more information.

G. No specific acceptable response regarding Alternative Education. What if student experiences an illness that requires them to be home bound? Will school provide home instruction assistance or some other means for instruction? How?

H. It sounds as though Gifted and Talented will be incorporated into lessons. This information will need to be well documented via lesson plans or some other means. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

OBJECTIVE 18

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Average Score 7/10

Strength:
There is an enrollment agreement in which parents agree to a number of items regarding student behavior, dress, and attendance.

Weaknesses:
Although parents agree to items about behavior, dress, and attendance, the only input parents have into the policies, programs, or goals for the school is during parent conferences twice per year.

The purpose of the Parent/Teacher Association is unclear. The selection of a mascot and fund raising are important, however, the work of the PTA should not be limited to these areas. A more active, involved PTA, supported by a set of specific roles and responsibilities for members would have strengthened this section.

How will charter accommodate the needs of parents who are not available for events/conferences?

OBJECTIVE 19

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. ***Does the application provide a brief description of the need for each waiver requested?***

Average Score 9/10

Weaknesses:
How will Charter make effort to abide by the intent of each of laws for which they are requesting a waiver? Will Charter have written contracts for teachers? Charter may need some type of written agreement with number of hours and other expectations.

Make sure specific curriculum requirements that Charter is electing to incorporate will be well documented via lesson plans or either Charter will need to have a process to document which frameworks, when and how, they were covered.

No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel-cosmetologist, welders, cashiers, doctors, however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurances regarding protection of students with background checks for visiting and contracted personnel.

OBJECTIVE 20

Does the application provide a written evaluation describing the potential impact of the proposed 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?

Average Score 9/10

Strength:
Use of current data, including no current desegregation orders, was used to establish that no significant impact on desegregation compliance would result from the approval of the application.

LEGAL COMMENTS

1.) p. 14, Application: "The University School will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools."

The proposed curriculum may run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the ADE only fund charter schools which utilize Internet or distance-based learning technology as a "supplement" to the school's traditional classroom setting. The applicant will need to articulate how much of the proposed curriculum will be delivered by Internet or distance-based technology, so that the Act 77 issue may be fully addressed.

2.) pp. 25-26: The statement is made that faculty and staff members' children, employees of The University School, or of GRACE Academy, graduates of the University School, and siblings of students will be eligible for "early registration" and given first option for enrollment. Such a requirement does not appear to comply with Arkansas law nor the admission policy articulated in the application's "Statement of Assurances".

3.) pp. 29-31: The applicant indicates an existing school building in Burdette will be utilized as the school facility. There is an express statement that the facilities are not currently compliant with the requirements of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA), due to several issues (asbestos in the kitchen area; lack of handicap access to the stage, and modification of existing exit doors). Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

4.) Waivers:

a.) Ark. Code Ann. §§ 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning Support Services, Guidance Counseling, Counselor, Media Services and Nurse:
These waivers will not be permissible, as they concern Standards which are required by law (Ark. Code Ann. § 6-15-202 (b)(2)).

c.) ADE Rule Governing Minimum Schoolhouse Construction:
This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

d.) The waiver requested from the provisions of Ark. Code Ann. § 20-7-135, concerning the Body Mass Index results, cannot be granted as the Code section in question is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). (See Ark. Code Ann. § 6-23-103 (1)).

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 140.5/200

Daily Schedule is incomplete. Times for classes are not included. Only concurrent course schedule by semester is included in the attachments.

The salary statement says teachers will be paid $33,000, but on page 68, $174,000 divided among 6 teachers is $29,000. And on page 72, 4 teachers x $33,000 = $132,000, not the $140,000 stated. Clarification is needed.

How will Charter communicate what responsibilities are of all parties (parents, teachers and students)? Will all teachers provide instruction in all subjects? Teachers may need additional professional development time and money.

What exactly is the total number of days the Charter will be in session (teacher and student interaction)?

What are the requirements for teachers regarding years taught degree, background check, references, substitution experience, 5 years experience working with children? Sixty college hours are required for paraprofessionals and educational assistants.

Instructional aide is not in the budget worksheet. A description is needed for this position and for business manager.

Need estimate on facility lease. Concern regarding 501 (c) (3) being in another name than the one that's on the application.

Though the Charter Entity/Board/Director may partner with outside sources to assist with the charter programs, it needs to be clearly understood that the sole responsibilities for <u>all</u> areas of compliance are that of the Charter Entity/Board/Director. This cannot be delegated.

GREAT RIVER
ACADEMIC CENTER FOR EXCELLENCE, INC.
311 West Hale Avenue
P.O. Box 551
Osceola, Arkansas 72370

Telephone: (870) 563-5100
Facsimile: (870) 563-3439

Monday, November 27, 2006

Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

VIA EMAIL TO:
Mary.Brown@arkansas.gov

Re: Response to Department of Education's Evaluation of Open Enrollment Charter School Application for The University School

Dear Ms. Brown:

Attached please find Great River's response to the Department's evaluation of the application submitted for The University School

On first glance at the evaluations, we were somewhat taken aback by the seemingly low scores and pages of "weaknesses" listed. Upon a deeper reading, however, we realize that the scoring system is somewhat arbitrary, specifically between our two applications where identical information received totally different scores. As for the listed "weaknesses," we assume that the Board will realize that when constrained by a 50-page application limit, no applicant could address the minute details requested by some of the evaluators – not even a 11/26/2006complete general overview of an air-tight "plan" for operating a public school.

We simply keep assuring ourselves after two years of the research, planning, sweat and tears of so many dedicated individuals, who otherwise would have never crossed paths, that the Board will not be influenced or hang its hat upon the comments or scores contained in the evaluations of the Department and that they will recognize not only the need for these charters, but that we complied with the requirements directed to us in making these applications to the Board.

Thank you for your assistance in this matter and please do not hesitate to contact me should you have any questions or wish to discuss this matter further.

Sincerely,

Catherine P. Dean
Vice President
Attorney at Law AR96034

RECEIVED
NOV 27 2006
CHARTER SCHOOL OFFICE

RESPONSE TO ARKANSAS DEPARTMENT OF EDUCATION OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION EVALUATION FOR THE UNVIVERSITY SCHOOL

OBJECTIVE 1
Score: 7/10

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open enrollment charter school? Provide copies of any supporting evidence received.

Comment: There was no information including the number of attendees at the meeting. There was no sign-in information or other documentation of attendance and representation at the meeting. No vote tallies, minutes, or other documentation was included for the 9/21/06 meeting. Neither were there any letters or statements of support from non-attendees.

Response: Copies of attendance records for public hearing were provided on page 37, as well as last year's meeting attendance records attached as exhibit on pages 38 and 42. There is no statutory or regulatory requirement to produce tallies, minutes or other documentation.

OBJECTIVE 2
Score: 8/10

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

No negative comments. (Why score only 8/10?)

OBJECTIVE 3
Score: 6/10

Does the application describes the governing structure of the open-enrollment charter, 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.

Comment: The process for determining program consistency with school mission is unclear. Under Board Responsibilities, the board would consider programs "[a]s needed by the Administrator". Under Administrator Responsibilities, the Administrator would "[e]valuate and report to the Board which programs are the most consistent with the school's mission. Although the board is charged with "[ensuring] legal and ethical integrity and accountability", the extent of that legal integrity is unclear.

Response: The meaning of this comment is unclear and we are, therefore, unable to respond.

Comment: Will board members have individual legal responsibility, or will the board as a group bear responsibility for the actions of the school?

Response: The purpose of this comment is unclear. As with any legal entity, the board members, individually, and the entity, as a whole, will be subject to the same legal liability as any corporate non-profit that is exempt from taxes under 501 (c) (3) of the Internal Revenue Code. This calls for legal opinion and would be beyond the scope of the application.

Comment: Missing student and community obligations.

Response: Student and community obligations are addressed on pages 20 and 21 of the application under "Virtue of the Semester." In addition on pages 2 and 4 of the application various positions on the board are held by community leaders, as well as, parents. These roles directly involve the development and planning for the University School.

Comments from Finance Department: The role description for Financial Management is vague. The description is that the Board will ATTEMPT to maintain an individual with financial management expertise. A further description of the founding members of the Board include an individual who is a financial manager and a parent who is the office manager of an accounting firm. Academy should be aware of the critical importance of employing an individual with actual bookkeeping experience and, preferably, with APSCN data entry knowledge.

Response: The University School is aware of the critical importance of employing an individual with actual bookkeeping experience, and preferably, with APSCN data entry knowledge. The word "attempt" was used, because it may not be possible to maintain an individual with financial management expertise to serve on the Great River Board at all times. Great River recognizes the binding nature of the terms of a charter between Great River and the Arkansas State Board of Education. If Great River were unable to maintain a financial management expert with actual bookkeeping knowledge to serve on the board, Great River would maintain such an expert under hire. Obviously, preference would be given to an individual who had APSCN entry knowledge, but training is available if needed.

OBJECTIVE 4
Score: 7/10

Does the application give the mission statement for the proposed open-enrollment charter school?

Comment: There is little indication of the specific uniqueness of the educational experience. On the (undated) letter of intent to apply sent to the Arkansas Board of Education Charter School Office, the Proposed Grade Levels for this school are K-12. However, on the State Board of Education/Arkansas Department of Education/Application for an Open-Enrollment Charter School, the grade levels for the school are 9-12. If the K-12 grade levels are indeed correct, it is unlikely that there would be sufficient students in grades 9-12 to support the required 38 course curriculum.

Response: The uniqueness of University School will be to create a school of choice in Mississippi County that demands Parent-Teacher involvement, and utilizes alternative and multiple teaching methods that are not currently being utilized within Mississippi County as set forth in our application. The letter of intent, which was nonbinding, contained a proposal for K-12, however the application, which is binding, was for grades 9-12.

OBJECTIVE 5
Score: 8/10

Does the application provide a description of the educational need for the school?

Comment: Scores on norm-referenced tests are listed as indicative of the need for the charter school. However, no graphs or other information on these scores was presented. Chart references "Comprehension" scores. It is unclear if this is a subtest score or the score for the literacy component of the Benchmark score. Additionally, there is no date on the chart, so it is unclear which year these scores represent.

There is an error in the title of the chart "2006 End of Course Literacy".

Response: State benchmark exams obtained from the Department of Education website are sufficient to demonstrate a concise statement of the educational need for an alternative choice, such as the University School. As given in the table heading these are 2005/2006 Benchmark scores obtained from the Department of Education website. "Comprehension" scores were from the Iowa Test Basic Skills link on the Departments website, second column. End of Course Literacy for Blytheville should have been 38, which is still below the state average. Grade inflation rate and College remediation rate were reported from the NORMES website.

OBJECTIVE 6
Score 6/10

Does the application describe the educational program to be offered by the charter school?

Comment: The educational program will be comprised of distance learning, web-based programs, and courses taught on-site by "qualified" teachers. The application lacks clarity as to how these will all blended together to provide the stated goal of providing the Smart Core Curriculum.

Response: It is impossible at the present time to provide detailed information regarding the blending of distance learning, web-based programs and courses taught by direct instruction. The beauty of these educational tools is that they will be blended differently each year, for each grade, for each student, depending upon the individual needs of each student

Comment: The reliance on distance learning and web-based programming is a concern. In particular, using web-based learning from providers outside the state's licensing purview is troubling. Is there any assurance that students will receive the one-on-one assistance from a human being with constant physical contact from teacher? The application noted that there will be a mixture of traditional instruction and compressed video instruction. Some type of assurance is needed regarding this matter. In addition, on page 12, there is a course entitled "Astrologyy 2nd Sem". Perhaps this should have been "Astronomy 2nd Sem"?

Response: There will be a teacher present in each class at all times. While Great River appreciates the evaluator's opinion on distance learning and web-based programming as a "concern" and "troubling," Great River has chosen to utilize these educational tools to supplement its traditional direct instruction.

Comment: The role of the traditional classroom instruction in this curriculum is unclear. The professional licensure status of classroom instructors is also unclear. Will instructors be highly qualified and hold Arkansas licenses in the subject(s) in which they will be teaching? Will the school employ only instructors who have been finger printed and have had a background check, as it is required by law?

Response: Great River requested waivers under Title 6 which refer to "license" or "certification" at pages 27and 35 of the application. A further explanation of the job description, responsibilities and requirements are contained in the application at pages 3, 26 and 27. The school will comply with charter law 6-23-401 (b) #5 requiring criminal background checks for employees.

Comment: Concern with relative costs should not be such a high priority in selecting a delivery method.

Response: Not only will finding the most cost efficient, cost effective way to reach academic goals be a concern, it will be a target for the school.

Comment: A major concern is that the instructional day will not meet the legal requirements for 360 minutes of instruction per day for 178 days, assurances not withstanding. Need sample of -grade level specific-daily schedule. If the schedule attached is the actual sample there are vital courses missing (English and Math).

Comment: More specifics are needed on time allotted for physical education (minutes/ days/week). How will Charter ensure that frameworks are covered in these and other courses? State law requires a certain amount of instruction in physical activity/week. Charter needs to ensure that the frameworks associated with the required subjects are well documented when incorporated. There are health frameworks that must be covered, plus physical education/activity requirement in law. Concern regarding "option of participating" statement for enrichment classes and physical fitness activities. How will student receive instruction in these areas if they elect not to participate in these? On middle of page 21, it mentions physical activity, when will the students get this required activity? How will library services be rendered? Reading is a critical aspect of education. Can the charter establish "classroom" libraries with a minimum of number of books per classroom? The student/teacher ratio is difficult to be determined.

Response: The courses will be monitored by qualified individuals physically in the classrooms where distant learning occurs. Students will have access to the internet's concomitant virtual library. University School will adopt a partnership with the local public library in order that each classroom will have the required number of books. Qualified definition means for example artist teaches art, musician teaches music, college professor of English teaches English. All teachers and employees will be subject to criminal background checks as required under charter law 6-23-401(b)(#5).

OBJECTIVE 7
Score: 7/10

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Comments: What is the "Complete Battery" referenced under Longitudinal Student Performance Goals? While assessing school performance is important, it is still important to collect and report required student performance indicators, such as ethnicity and poverty status. There is no description of the SMART Core. Sequence Assessment. The Charter asking for a waiver from No Child Left Behind AYP for at least the first 3 years of its Charter. What will be the immediate resources of assessment other than test scores by teacher? A major concern is placing child in a situation of having gone whole semester without grasping concepts or objectives. Is there going to be any tool in place to monitor weekly or bi-weekly progress on areas child was not proficient in? What are the immediate goals? Constant effective monitoring is critical to success of Charter.

Response: Complete battery is the same definition as referenced in the Normes Reference Test. Ethnicity and poverty status are not student performance indicators. On pages 8-14 Smart Core is addressed. The description of SMART Core is located on page 10. University School has No Child Left Behind goals for the first 3 years to the extent that it is possible without baseline data. Immediate resource assessment is available through the constant assessment available through Apex and Plato as described on pages 18 - 19. University School will also hire teachers will are competent to provide assessment and goals for their students.

OBJECTIVE 8
Score: 5/10

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Comments: The assurance that APEX and PLATO are aligned with the Arkansas Frameworks, and that students may take concurrent courses is vague. Cost seems to be a driving force in this section of the application. It is imperative that Charter clearly understand what aligning the curriculum really mean. Will Charter depend on online entities to do it for them? Charter should explain the process they will use to align the curriculum. Staff development will be critical to ensure teachers are able to teach the aligned curriculum. What are the staff development expectations for staff? Charter will need to have procedure in place to stay abreast of changes. Who is assigned this responsibility? How will it be done?

Responses: University School selected a curriculum that is already aligned to the Arkansas Frameworks network. Apex and Plato are used in many schools throughout Arkansas and are reviewed and updated annually. University School will also utilize a reliable organization to accomplish this.

OBJECTIVE 9
Score: 9/10

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

No negative comments.

OBJECTIVE 10
Score: 8/10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its

academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools. B. School District Goals. Number 2.)

Comments: An explanation of policies and programs, and an opportunity for questions and answers from the attendees was not included in the items to be covered during the public meeting. Will academic progress be reported in some form to parents weekly, bi-weekly or quarterly? Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should be involved and Charter should institute a level of accountability to assign responsibility to each party.

Responses: Community involvement is through positions on the Board. Definition of Annual report is yearly. As listed on page 25 under section #10, the information will be made public through the local newspaper and an annual public meeting. Attendees at the public hearing will be allowed to ask questions and make comments regarding the annual report. Objective 10 is regarding annual report. Academic Progress reports to parents was previously addressed in objective 7.

OBJECTIVE 11
Score: 9/10

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Comments: What are the provisions for students that have been expelled from another school district?

Response: As stated in the application on page 26 in the first paragraph, and as provided by law, the charter may provide for the exclusion of a student who has been expelled from another public school district.

OBJECTIVE 12
Score: 5.5/10

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Comments: Sixty college hours is required for paraprofessionals and aides.

Children from this background and of this age often experience problems that deal with psychological/emotional issues. Counseling services will be critical. Who will be responsible for testing? Indicates that the school would like to be waived from the requirement for licensure in order to teach. There is no description of who would be a "highly qualified individual." The application seeks waivers for laws related to Teacher Fair Dismissal and School Fair Hearing Act, along with waivers from other laws and Standards. The hiring of a maximum of two teachers for each of the grades 9-12 is inconsistent with the requirement that the 38 core courses be taught, and the school's expectation that it will exceed that minimum requirement. The application does not address qualifications directly, only responsibilities of those holding the positions of board member, director, teacher, and parent/mentor. Charter needs to give specific qualifications of all positions. How will Charter meet the daily needs of students for contracted services? Charter should ensure with professionals they are bringing in under purchased services, and special guests from the community have background checks or somehow ensure safety of students and staff. Shows 6 teachers in the budget but states that will have 8 teachers. What is the fiscal service position? No job description for position is included?

Responses: Qualified individuals would include a college English professor teaching students English, a lawyer teaching rhetoric, a musician teaching music, and CPA teaching accounting, etc. Yes. University School is seeking waivers related to Teacher Fair Dismissal and School Hearing Act. The application limited was to 50 pages, excluding some required attachments not included in this total. It would be unrealistic to expect an applicant to fully explain how a school will operate and include complete job descriptions in an application limited to 50 pages. A corrected budget is attached hereto.

OBJECTIVE 13
Score 5/10

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Comments: There is no real information on how Apple Power School will interface with APSCN 818. The board delegates the responsibility for purchases over $2.000 to the administrator, yet earlier in the application, the Board itself is charged with ensuring proper financial controls are in place. This is inconsistent. The Charter states, "Parent volunteers will also be utilized", but does not clarify what this means. The administrator prepares the budget for submission to the Board unless there is no administrator, in which case a Finance Committee prepares the budget. Where did the Finance Committee come from? Although a Chairman of the Finance Committee is identified earlier in the application, the rest of the committee goes unnamed, and the process for selecting committee members is not identified. Will the 818 program from the Charter be compatible with the Arkansas 518 system? How are the purchases approved and processed? How many signatures are required? How often will financial reports be

presented to the Board?

Comments from Finance Department: The application states the Academy will implement the "student information system licensed from Apple for PowerSchool". It further states "the information contained in the SIS will be readily available for different types of reporting." The application is missing any reference to the use of, or interface with, APSCN. The application set deadlines for the completion of the budget, and submitting the budget to the Board. These deadlines are not realistic based on state reporting timelines. The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all district transaction information to the APSCN network in a compatible format and insufficient detail as required by the department. It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

Responses: The Business Administration will be required to obtain approval from the Finance Committee for items greater than $2,000.00 as written on page 28 paragraph 2. Parent involvement is addressed by a parent contract signed by each parent. There will be a data crosswalk provided by Wal-Mart Foundation to interface with APSCN. Personnel will be trained to manipulate data in APSCN. In case of the original application the finance committee comes from the original board. Every districts' fiscal year begins July 1, why are these deadlines not realistic?

OBJECTIVE 14
Score: 6/10

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Comments: Will there be any individual site visits? Who would perform these? How often will these take place? Will there be some type of report presented to the Board? Response is not a description of how the audit will be done.
Comments from Finance Department: The application states an audit firm will be hired to write an audit program to form a basis for an opinion on the material accuracy of the financial statements, AND TO IDENTIFY OPPORTUNITIES FOR PROCEDURAL AND OPERATIONAL IMPROVEMENT. It is inappropriate for an audit firm to make recommendations on issues the firm will audit. Charter needs to check for any laws prohibiting this.

Response: The submission to an annual certified audit will be preformed by an accounting firm to ensure compliance and regulation of laws as noted in Ark. Code Ann. §6-23-403(b). Audit findings are reported back to the board. The audit firm is the expert and will determine the number and need for site visits. As stated on page 29, individual site visits for observations and interviews will be preformed during the school year.

OBJECTIVE 15
Score: 6/10

Does the application provide a statement that the charter school will participate In the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Comments: Although there is an assurance that data will be provided in "a timely manner" there is no indication that the Apple PowerSchool web-based student information system is compatible with APSCN. There is no assurance that student records will be kept confidential or that access to those records will be only persons who need to have such access.

Response: The University School will meet the laws for reporting and maintaining confidentiality of records. PowerSchool will build proper interface for APSCN.

OBJECTIVE 16
Score: 7/10

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.
Please 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 charter school will be located,

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA)and a// other state and federal laws. If the facility does not currently meet these requirements. provide a /1stof Items that will need to be addressed to bring the facility into compliance.

Comment: Because the building is on the National Register for Historic Buildings, requested waivers from Minimum School House Construction Standards may preclude altering the structure to meet ADA and IDEA requirements. There is a concern that a building of this age would need only the three upgrades listed, asbestos abatement in the Community Center building, handicapped access to the stage and modifications to exit doors. Is there a Plan B if the necessary changes can not be done in time for Charter to open? Charter may need to adjust budget as repairs for plumbing, electrical, and other maintenance issues.
Will Charter make accommodations for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and personnel? Need an estimate on cost to lease the property. Is the area around the Charter free of businesses that may cause concern for safety of children?

Response: Historical Society makes exceptions for meeting ADA requirements, such as removable ramps. Great River understands that it will have to obtain a certificate of occupancy from the city prior to operations. Owner of building is making needed improvements per the lease, and parents and other volunteers have agreed to donate time, labor and materials to any necessary projects.

OBJECTIVE 17
Score: 6/10

Does the application describe the manner in which the school will make provisions for the (allowing student services)?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Comments: The application is too vague in all program areas. Will conferences be optional or required? How often? How will the emotional needs of students be addressed? Who will be responsible for testing or other academic duties that pertain to career guidance? B. How will charter meet the everyday needs of students? What if student has a headache, stomach ache, or has to take daily medications? C. May need to include a cafeteria worker salary in the budget. Located in Burdette, AR it is highly unlikely that there will be sufficient staff or vendors to meet the requirement of the Child Nutrition Program. Does not specify who, how, or where meals will be prepared. Charter

did not budget enough funds to support Meal Service. D. Considering makeup of the anticipated student population, special education will be vital. Charter may want to consider a full time position in budget. The description of the provision of special education services is lacking in detail. The indication that the University School will use personnel "already on staff" for special education, does not indicate that they are aware there are NO waivers for special education teachers in the area of licensure. The line item budget for special education indicates "purchased services". Not clear what that would be for $4.500. Need more information. E. No specific acceptable response regarding Alternative Education. What if student experiences an illness that requires them to be home bound? Will school provide home instruction assistance or some other means for Instruction? How? F. It sounds as though Gifted and Talented will be incorporated into lessons. This information will need to be well documented via lesson plans or some other means. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

Responses: Conferences will be required. See pages 31 and 33 for additional information; every day health of child is the parent or guardian's responsibility. A member of the staff will be designated and trained to administer daily medication; vendors are available in Mississippi County who will meet the Child Nutrition Program; Great River is unable to determine need for special education until students are enrolled. Funds left over in budget will be used for matters such as this; Gifted and Talented waiver was requested.

OBJECTIVE 18
Score: 7/10

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Comments: Although parents agree to items about behavior, dress, and attendance, the only input parents have into the policies, programs, or goals for the school is during parent conferences twice per year. The purpose of the Parent/Teacher Association is unclear. The selection of a mascot and fund raising are important, however, the work of the PTA should not be limited to these areas. A more active, involved PTA, supported by a set of specific roles and responsibilities for members would have strengthened this section. How will charter accommodate the needs of parents who are not available for events/conferences?

Response: The purpose and scope of a PTA is a matter of opinion. Great River has chosen to involve the parents through a parental involvement agreement and through service as a member of the board. Charter will not accommodate parents unavailable for events. Parents unable to attend conferences such as the Parent Teacher conference will be able to schedule alternative methods for obtaining information such as phone conference, alternative time, or email. Other such decisions will be taken under advisement.

OBJECTIVE 19
Score: 9/10

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. Does the application provide a brief description of the need for each waiver requested?

Comments: How will Charter make effort to abide by the intent of each of laws for which they are requesting a waiver? Will Charter have written contracts for teachers? Charter may need some type of written agreement with number of hours and other expectations. Make sure specific curriculum requirements that Charter is electing to incorporate will be well documented via lesson plans or either Charter will need to have a process to document which frameworks, when and how, they were covered. No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel, cosmetologist, welders, cashiers, doctors; however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurances regarding protection of students with background checks for visiting and contracted personnel.

Response: Teachers will have a written contract. Curriculum will be documented. Appropriate background checks will be provided for personnel have contact with students.

OBJECTIVE 20
Score: 9/10

Does the application provide a written evaluation describing the potential impact of the proposed 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?

No negative comments.

LEGAL COMMENTS:

1. p. 14, Application: "The University School will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools."

   The proposed curriculum may run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the ADE only fund charter schools which utilize

Internet or distance-based learning technology as a "supplement" to the school'straditionalclassroomsetting.Theapplicantwillneedtoarticulate how much of the proposed curriculum will be delivered by Internet or distance-based technology, so that the Act 77 issue may be fully addressed.

Response: The internet or distance-based learning technology will be used as a supplement to the school's traditional classroom setting.

3. pp.29-31: The applicant indicates an existing school building In Burdette will be utilized as the school facility. There is an express statement that the facilities are not currently compliant with the requirements of the Americans with Disabilities Act(ADA) and the Individuals with Disabilities in Education Act (IDEA), due to several issues (asbestos in the kitchen area; lack of handicap access to the stage, and modification of existing exit doors). Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

   Response: All requirements will be met. Lease arrangement is reasonable for the market.

4. Waivers:

a.) Ark. Code Ann. §§ 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2,requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning Support Services, Guidance Counseling, Counselor, Media Services and Nurse: These waivers will not be permissible, as they concern Standards which are required by law (Ark. Code Ann.§ 6-15-202 (b)(2)).

c.) ADE Rule Governing Minimum Schoolhouse Construction' This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

d.) The waiver requested from the provisions of Ark. Code Ann. § 20-7135, concerning the Body Mass Index results, cannot be granted as the Code section in question is not located in Title 6 of the Arkansas Code (Le.. Ark. Code Ann. § 6-1-101 *et seq.).* (See Ark. CodeAnn.§ 6.23~103 (1)).

Response: First of all, according to A.C.A. § 6-23.103, "charter" is defined as "a performance-based contract for an initial five-year period that ... authorizes the creation and conditional operation of an open-enrollment charter school, *which exempts the charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of § 6-1-101 et seq. specified in the contract.*" [emphasis added]. Second, A.C.A. § 6 23 302(c)(4) requires that the application for an open enrollment charter school "list the specific provisions of § 6-1-101 et seq. and the specific rules and regulations promulgated by the state board from which the open-enrollment charter school seeks to be exempted." As exclusions, however, A.C.A. § 6-23-401(b)(1)-(6) provides that "an open-enrollment charter school is subject to any prohibition, restriction, or requirement imposed by this title and any rule and regulation promulgated by the State Board of Education under this title relating to: (1) Monitoring compliance with this chapter, as determined by the director; (2) Public school accountability under this title; (3) High school graduation requirements as established by the state board; (4) Special education programs as provided by this title; (5) Conducting criminal background checks for employees as provided in this title; and (6) Health and safety codes as established by the state board and local governmental entities." Considering this statutory scheme, as a whole, it is apparent that the legislature intends for waivers to be allowed for any provision contained under Title 6 of the Arkansas Code Annotated, in addition to any and all regulations promulgated by the Department as a requirement thereof, which are not specifically enumerated by A.C.A. § 6-23-401(b)(1)-(6). In addition, the Board has interpreted the statutory scheme to provide for these waivers in the past, and to fail to do so at present results in an arbitrary and capricious application of the statutory scheme, thereby denying the right of certain individuals the benefit of an alternative educational program to which they are entitled.

THE WALL STREET JOURNAL. ONLINE

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February 1, 2006

PAGE ONE

Making the Grade

As Detroit Slashes Car Jobs, Southern Towns Pick Up Slack

Overseas Firms Pour In Seeking Commitment to Education And High-Skill Workers

Osceola's Charter-School Spat

By NORIHIKO SHIROUZU
Staff Reporter of THE WALL STREET JOURNAL
February 1, 2006; Page A1

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SOUTHERN SHIFT

• Graphic:[1] How expansion of foreign car makers such as Toyota and cutbacks by Ford and GM are redrawing the map of the U.S. auto industry.

OSCEOLA, Ark. -- Long-time industrial strongholds such as Michigan are losing manufacturing jobs as the U.S.'s auto industry struggles to compete. But massive job cuts by Detroit have overshadowed an important change in U.S. manufacturing. Asian and European auto companies, looking for skilled workers to make complex products, have created nearly enough new jobs in the U.S. to make up the difference.

This small city of about 9,000, set amid soybean and cotton fields on the west bank of the Mississippi, is one place that has benefited. In 2003, Osceola persuaded Denso Corp., an affiliate of Toyota Motor Corp., to locate a new plant in town producing car air-conditioning and heating systems. The usual bevy of financial incentives helped, but for Denso, there was a clinching factor: Osceola's efforts to improve local education by creating a charter school.

Jerry McGuire

Denso "saw that the linkage between industry and education was very, very strong," says Denso's Osceola plant manager, Jerry McGuire, who was part of his company's selection team. "We got the strong feeling that in Osceola, education was being integrated with industry."

The new jobs buoying the U.S. manufacturing sector require that workers have a decent education. It is the towns that understand this new math that are winning the work. Employees need skills to operate and maintain complex, computer-controlled machinery.

Top-tier automotive suppliers such as Denso, Robert Bosch GmbH and Delphi Corp. use similar equipment and techniques to make competing products. The difference between them, therefore, often comes down to whose workers can produce the most goods at the highest quality. "It takes a deeper understanding than just pushing the red and green buttons to start and shut off those machines," Mr. McGuire says.

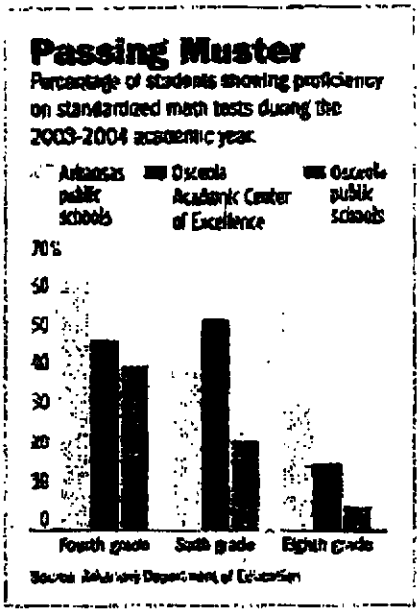
Dan Gaudette, Nissan Motor Co.'s North American manufacturing chief, says it is hard to find highly skilled

workers in Tennessee and Mississippi, where it produces cars and trucks. "That's why education is critical," he says. To cope, Nissan runs after-school programs to help students familiarize themselves with robotics.

The plants built by Asian and European companies produce complex products or auto parts that are too expensive to ship to the U.S. for assembly. They have helped sustain U.S. auto-manufacturing employment at about one million workers. That is roughly the same as in 1990, despite the loss of tens of thousands of jobs at **General Motors** Corp., **Ford Motor** Co., **DaimlerChrysler** AG's Chrysler unit and some of their big suppliers. That total doesn't include recently announced future job cuts.

Denso's top executives say they expect to expand their work force to meet demand from Toyota and other Asian auto makers flocking to southern states. Currently at 380, Denso's work force in Osceola could increase to more than 3,000, company executives say.

Denso executives know Osceola still faces big challenges in improving its education but say they were attracted by the town's commitment to tackling its problems. The charter-school plan succeeded only after big compromises and a rancorous debate featuring accusations of racism. Even now, test scores both at the charter school and other public schools tend to plummet after sixth grade.



Toyota truck affiliate Hino Motors Ltd. recently picked Marion, Ark., 45 miles south of Osceola, to make axles for pick-up trucks. Plant manager Makoto Arakawa, like his Denso counterpart, has found it hard to recruit experienced repair and maintenance workers from northeastern Arkansas.

"More often than not the best talent we can find in job candidates are technicians with experience in fixing machines at, say, bakeries," Mr. Arakawa says. "They come to us with a lot of confidence -- misguided confidence -- that they can hack it at an automotive factory."

Osceola was featured in Mark Twain's "Life on the Mississippi" under the name Plum Point. Since then, it has taken some hard knocks from globalization. Farms that sustained the economy faltered as overseas competition undermined cotton and soybean prices. Textile and other factories took up the slack, bringing an economic boom to the community in the mid-1980s. But in 2001, the town's big Fruit of the Loom plant shut as the company dropped unprofitable lines of business.

Efforts to replace the jobs failed. Even Osceola's low wages couldn't compete with those in Latin America and Asia.

"Our community was in crisis," recalled Osceola Mayor Dickie Kennemore as he drove past the dilapidated shell of the Fruit of the Loom factory. "We almost hit that point of no return."

To some, Osceola's problem was obvious. Steven Brothers, a native of Osceola and a 1984 graduate of Osceola High School, runs the **American Greetings** Corp. plant in town and employs 1,300 workers. He says he had trouble filling jobs because most candidates lacked math and reading proficiency -- "like your basic multiplication and division." Students in the district scored well-below the state average on standardized tests.

In 1997, the Osceola school district was officially designated by the state board of education as being in "academic distress." If it didn't show improvement, the state could take over the Osceola public-school system. The poor schools made it hard for local companies to recruit workers or executives with school-age children.

Mr. Brothers started a program to allow Osceola school students to tour American Greetings's facilities to see what possibilities lay open to them. He encouraged plant managers to mentor students in reading and was narrowly defeated when he ran for a seat on Osceola's board of education.

In the late 1990s, he and other local industrialists formed a Plant Manager Roundtable, part of the Chamber of Commerce. They began discussing possible solutions with public-school administrators and Mayor Kennemore, such as after-school reading and mentoring programs aligning school curricula more in line with practical industry needs, but little came of the effort.

Mayor Kennemore, Mr. Brothers and other local citizens saw an opportunity in 1999 when Arkansas Gov. Mike Huckabee signed legislation to fund a dozen charter schools in the state. The Osceola leaders came up with a plan to open their own charter school. It would operate outside the town's school system but with public funds. The curriculum would be designed to unite education with needs of industry, such as an emphasis on practical math skills and a work ethic that included punctuality.

The initiative touched off a fierce fight. At one public hearing in late 1999, teachers, preachers and citizens said the charter school would siphon money and teachers from existing schools. Critics also argued that the proposal was aimed at educating white children in a quasi private-school setting at taxpayer expense. Roughly 80% of public-school students in Osceola are African-American.

"It was racist and it still is," says Harry Whitted, a black community leader and city councilman who had two school-age daughters at the time.

Messrs. Kennemore and Brothers say they always intended the school to be half white and half black. The mayor didn't help his case the first time he briefed the community on the charter-school plan. He held the gathering at what was then an all-white country club.

"Looking back, the country club probably wasn't the best place to hold this meeting," the mayor says now.

A divided Osceola school board voted down the proposal, as did the state board of education. Its proponents didn't give up, and in the fall of 2000, weary combatants on both sides agreed to a compromise: The new school would be under the authority of the local school district, which would set up its curriculum and admissions policies. The charter proponents would get to sit on an advisory board.

The charter school opened in the summer of 2002 as the Academic Center of Excellence. Its student body is roughly half white and half African-American. In the 2003-2004 school year, 41% of sixth graders were proficient in reading and 54% were proficient in math. Both scores were near or above state average, a big improvement over city schools' previous performance.

In some charter-school grades "we are beating some of the lily white schools in the state," Mayor Kennemore declares.

Denso came knocking on Osceola's door that year as part of a survey of potential locations in the South. It was combing more than two dozen sites in Tennessee, Mississippi and Arkansas. Denso wanted to be close to Toyota plants in Texas and southern Indiana and a Honda plant in Alabama. Like many other Asian auto companies, it also liked the relatively weak hold of unions in the South.

Osceola and the state of Arkansas offered a number of financial incentives. They gave Denso property to build on as well as big discounts on utility rates and promises to improve roads and other infrastructure.

The charter school was one of the first places in town Mayor Kennemore and Mississippi County officials took the Denso search team. The team also met with American Greetings's Mr. Brothers, who is now head of the town's board of education, and other representatives from local industry.

Repeatedly, town representatives told Denso's Mr. McGuire about the lengths to which they had gone to realize the charter school. "It was that aggressiveness that really impressed us," Mr. McGuire says.

In July 2003, Denso agreed to build its new factory in Osceola and it began hiring the following year. Of the 380 employees at the plant, an overwhelming majority come from Osceola or the surrounding area.

Since then, Arkansas has made further efforts to improve its work force. Last year, U.S. Secretary of Labor Elaine Chao presented a $5.9 million grant to the state to help build an automotive-training center in northeastern Arkansas. It would address a shortage of workers in robotics, advanced welding and computer-controlled machining.

Denso itself has become more involved in efforts to expand local education and training opportunities. With its help, Mississippi County is gearing up to offer a program that offers college-level technical and occupational courses to high-school students. The idea came from a program created by the economic-development agency of Battle Creek, Mich., where Denso also produces air-conditioning and heating systems. Osceola officials visited in 2004 to take a look at Battle Creek's program.

Osceola's school district has continued to struggle, however, even though test scores have improved. During the 2003-2004 school year, only 22% of public-school sixth graders were proficient in reading and only 23% were proficient in math. The scores were well below state average of 42% and 41%, respectively.

Academic performance for many students slumps after the sixth grade "and then students' performance stays low thereafter," Mr. McGuire says. In 2004, Denso launched a mentoring program for these students to try and overcome the problem.

Mr. McGuire says Denso encountered bad schools throughout the South. "So it became an issue and we thought: Is there a future here? Are they doing things that are going to drive them forward? Do they have that commitment to it? We saw that continuously in Osceola."

Write to Norihiko Shirouzu at norihiko.shirouzu@wsj.com[2]

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(2) mailto:norihiko.shirouzu@wsj.com

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Charter School Application
Budget Worksheet

Directions: Fill in the budget expenses under the "Amount" heading. The "Total" column will calculate automatically.

Line#	Revenues	Amount	Total
1	Estimated State Charter School Aid:		
2	No. of Students (100) x $5,662.00		
3	Total State Charter School Aid		$566,200.00
4			
5	Other Sources of Revenues:		
6	Contributions - Rent	$28,310.00	
7	Grants		
8	Gifts		
	Other Federal & State Aid		
	(per attached schedule)	$71,373.00	
9	Federal School Lunch Program	$39,950.00	
10	Total Other Sources of Revenues		$139,633.00
11			
12	TOTAL REVENUES		$705,833.00
13			
14	**Expenditures**	**Amount**	**Total**
15			
16	Administration:		
17	Salaries: *(No. of Positions 1)*	$55,000.00	
18	Fringe Benefits	$15,400.00	
19	Purchased Services	$9,000.00	
20	Supplies and Materials		
21	Equipment		
22	Other (Describe)		$79,400.00
23			
24	Regular Classroom Instruction:		
25	Salaries: *(No. of Positions 6: 4 teacher, 2 aides)*	$174,000.00	
26	Fringe Benefits	$48,720.00	
27	Purchased Services		
28	Supplies and Materials	$52,700.00	
29	Equipment		
	Other - Student Testing, Staff Development,		
30	Travel, Conferences & Student Activities	$20,500.00	$295,920.00
31			
32	Special Education:		
33	Salaries: *(No. of Positions)*		
34	Fringe Benefits		
35	Purchased Services	$4,500.00	
36	Supplies and Materials	$3,000.00	
37	Equipment		
38	Other *(Describe)*		$7,500.00

Gifted and Talented Program:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Alternative Education Program:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Guidance Services:			
Salaries: *(No. of Positions .5)*		$22,500.00	
Fringe Benefits		$6,300.00	
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$28,800.00
Health Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services		$20,000.00	
Supplies and Materials			
Equipment			
Other *(Describe)*			$20,000.00
Media Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials		$7,500.00	
Equipment		$25,000.00	
Other - Internet Connection & Parent Resource Center		$7,800.00	$40,300.00

80	Fiscal Services:		
81	Salaries: *(No. of Positions 1)*	$24,000.00	
82	Fringe Benefits	$6,720.00	
83	Purchased Services		
84	Supplies and Materials		
85	Equipment		
86	Other *(Describe)*		$30,720.00
87			
88	Maintenance and Operation:		
89	Salaries: *(No. of Positions___)*		
90	Fringe Benefits		
91	Purchased Services	$63,050.00	
92	(include utilities)		
93	Supplies and Materials	$3,000.00	
94	Equipment		
95	Rent	$28,310.00	$94,360.00
96			
97	Pupil Transportation:		
98	Salaries: *(No. of Positions___)*		
99	Fringe Benefits		
100	Purchased Services	$2,500.00	
101	Supplies and Materials		
102	Equipment		
103	Other *(Describe)*		$2,500.00
104			
105	Food Services:		
106	Salaries: *(No. of Positions___)*		
107	Fringe Benefits		
108	Purchased Services	$39,950.00	
109	Supplies and Materials		
110	Equipment		
111	Other *(Describe)*		$39,950.00
112			
113	Data Processing:		
114	Salaries: *(No. of Positions 1)*	$17,000.00	
115	Fringe Benefits	$4,760.00	
116	Purchased Services		
117	Supplies and Materials	$10,790.00	
118	Equipment	$3,500.00	
119	Other *(Describe)*		$36,150.00
120			
121	Substitute Personnel:		
122	Salaries: *(No. of Positions .25)*	$2,000.00	
123	Fringe Benefits		$2,000.00
124			

125	Debt Expenditures:		$0.00
126	Other Expenditures:		$0.00
127	(Describe)		
128			$577,500.00
129	TOTAL EXPENDITURES		
	SURPLUS		$28,233.00

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College of Education and Health Professions
Department of Education Reform
Arkansas Charter School Resource Center

15 West Avenue Annex
Fayetteville, Arkansas 72701
(479) 575-4292
(479) 575-4332 (FAX)

30 September 2006

Dear Sir/Madam;

We have nothing but praise to offer to the applicant group for the proposed early college charter high school, to be known as The University School. The group was made up of community members, many of them professionals, most of them parents. Their team included an attorney, a certified public accountant, and other with particular areas of expertise to contribute.

The applicant group took full advantage of the consultants offered through the Arkansas Charter School Resource Center in the areas of curriculum, statistics/evaluation, technology, governance, facilities, and finance. Their plan includes membership on the ACSRC Technology Consortium and other shared resources in special education and fiscal services. The plan is also designed with a shared component of instructional delivery from the Arkansas Northeastern College.

Using a blended approach including traditional high school instruction, distance learning, and concurrent college credit, the plan provides for complete compliance with the 38 core class requirement plus the possibility of early college credit.

It is our opinion that the plan has been thoughtfully and carefully designed to meet all standards set forth in the Arkansas charter school law, and that the group has the capacity to implement the program as written. We also believe that the applicant group has selected a location in an area with uncontestable need for an education alternative more likely to produce academic success than currently exists.

We respectfully offer our endorsement of this proposal.

Cordially,

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
15 West Avenue
University of Arkansas
Fayetteville, AR 72701

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CHARTER SCHOOL OFFICE

The University of Arkansas is an equal opportunity/affirmative action institution.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 17, 2006

Ms. Catherine P. Dean
P.O. Box 552
Osceola, AR 72370

Re: Notice of Appeal/State Board Hearing
GRACE Academy

Dear Ms. Dean:

I am writing to inform you that your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Gosnell School District has been received, and a hearing on your application will occur at the State Board's meeting of December 11, 2006. The meeting will begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 9.02.01 of the Department of Education's *Rules Governing Charter Schools*, a copy of which is enclosed.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith

Scott Smith
General Counsel

SS/tw/slr

Enclosure

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Bruce Daniels, Blytheville School District
Superintendent Mike Hunter, Armorel School District
Superintendent Stan Williams, Gosnell School District
Superintendent Pamela Castor, Manila School District
Superintendent Milton Washington, Osceola School District
Superintendent Rogers Ford, South Mississippi School District

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MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment charter school.

9.02.01 The local board and the boards likely to be affected by the proposed charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the charter school to the State Board. Following the presentations by the public school district boards of education, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed charter schools. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

GOSNELL SCHOOL DISTRICT

Stan Williams, Superintendent
600 HIGHWAY 181
GOSNELL, AR 72315

Telephone:(870)532-4000 Fax: (870)532-4002

October 30, 2006

Ms. Mary Ann Brown
Arkansas Department of Education
Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Ms. Brown:

The Gosnell School Board voted unanimously on October 30, 2006, to disapprove the Open Enrollment Charter School Applications of Grace Academy and The University School. These two proposed charter schools are sponsored by the Great River Academic Center for Excellence Incorporated.

The Grace Academy Charter School will be located in Gosnell School District. The University School will be located in the Blytheville School District. The Gosnell School District will lose students to the charter schools as will all schools in Mississippi County. Every student we lose will cost our district $5,662.00 per student. Low socioeconomic students will not have the transportation to attend the charter schools. The potential impact is that the charter schools will be mostly white students (white flight) from the higher socioeconomic group. On October 1, 2006, 61% of our students were receiving free or reduced lunches. If the charter schools are approved, the percentage of students receiving free and reduced lunches will increase.

Our school provides an excellent curriculum with highly qualified and certified teachers. We offer 116 courses in high school. These courses include the following: off campus vocational classes, on-line Virtual High School, four advanced placement courses / their prerequisites, and vocational internship. Our secondary school articulates courses with Arkansas Northeastern College. Courses that are offered have been attached.

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CHARTER SCHOOL OFFICE

Gosnell School offers a variety of programs during the school day, after school, and during the summer.

The following is a list of these programs:

- Literacy and Mathematics Coaches
- Orchard Labs
- New Century Labs
- Smart Start, Smart Step, Next Step Strategies
- After School Tutorials
- Saturday School
- Off-Campus Vocational Classes
- On-Line Virtual High School
- Four Advanced Placement Courses
- Vocational Internship
- Summer CPEP Program
- Parental Involvement Center and Coordinator
- Gifted and Talented Enrichment Program (All students K-1)
  Gifted and Talented Program (Grades 2-8 / pull-out)
  Gifted and Talented Seminar Program (Grades 9-12)
  All Secondary Teachers in the district are trained in Gifted and Talented Secondary Content Areas.
- Credit Recovery Program
- Positive Behavior Intervention and Support Program (PBIS)
- Target Testing in Mathematics and Literacy
- Title I Target Assisted Math and Reading
- Accelerated Reading
- Accelerated Math

The Grace Academy made the following statement under Media Center on page 23 of their application: If the initial enrollment is not such that hiring a full-time licensed library media specialist, Grace Academy will take the steps necessary to have personnel on staff who can appropriately instruct students in the development of media and research skills. The budget page (61) for Grace Academy does not list an employee for the media service. According to Standard XI 16.02.3 – A school with fewer than 300 students shall employ at least a half-time licensed library media specialist.

The Grace Academy states that their Board of Directors would like to be able to hire highly qualified individuals even if those persons do not have the appropriate Arkansas teacher's or administrator's license. Degreed teachers that are lacking certification will be encouraged to pursue the Alternative Teacher Certification program that is offered by the Arkansas Department of Education. Grace Academy states that they will provide the necessary funds to allow teachers to do this. However, these funds are not listed in the Grace Academy budget.

The Grace Academy states that since state transportation aid is not available to charter schools, Grace Academy will not provide transportation. The Gosnell School District does not receive transportation aid, and we serve our students with 18 regular bus routes and 1 handicapped route. Last school year, the Gosnell School District spent $432,528 for transportation which includes the purchase of a new school bus. The Gosnell School district has budgeted this school year $455,072 for transportation which also includes the purchase of a new bus ($64,250.00).

Fourteen percent of the Gosnell students in grades K-12 receive special education services. The Grace Academy projected an enrollment of 214. Fourteen percent of 214 is 30 students. Since the Grace Academy is in the Gosnell School District, they should have about the same percent of special education students as the Gosnell School District. That would be about thirty special education students which would require many special education services. The Gosnell School provides the following special education services:

Resource
Self-Contained
Speech
Physical Therapy
Occupational Therapy
Specialized Transportation

The Grace Academy does not list a teaching position on their budget page for special education. Special education services are very expensive. Federal Law IDEA 2004 requires special education students to be served by highly qualified teachers.

Attached are the Gosnell School Districts scores on the ITBS and Benchmark tests. We continue to make progress.

The proposed charter schools, Grace Academy and The University School, have requested a large number of exemptions, waivers, and deviations from state laws, regulations, and standards. Their request for this number of exemptions is completely inconceivable. All schools (public and charter) in the state of Arkansas should follow the same state laws and regulations. If the Arkansas State Board allows these charter schools such exemptions, waivers, and deviations from state laws, regulations, and standards, then every public school in Arkansas should have the same right to exclude what they perceive as not just or needed.

A few of the inconceivable requests are:

Exemption: from certified teachers
Exemption: Standard XIV: Supplemental Educational Opportunities
19.03 Alternative Education Program
19.03 Gifted and Talented Education
Exemption: A.C.A. 6-17-1501 Teacher Fair Dismissal Act
A.C.A. 6-17-1701 et seq. Public School Fair Hearing Act
A.C.A. 6-15-1004 Qualified Teachers in Every Public School Classroom
A.C.A. 6-17-302 Public School Principals- Qualifications and Responsibilities
A.C.A. 6-17-309 Certification Waiver
A.C.A. 6-17-401 Teacher License Requirement
A.C.A. 6-17-902 Definition of a Teacher
A.C.A. 6-17-920 Examination of Teacher's Contract
A.C.A. 6-17-919 Warrants Void Without Certification and Contract
Exemption: Standard X: Personnel
15.03 Licensure and Renewal
15.03.1
15.03.2
15.03.3
Exemption: A.C.A. 6-17-203 Committee for Each School District
Exemption: A.C.A. 6-20-1402-1407 Minimum School House Construction Standards
Exemption: Standard XI: Support Services 16.01 Guidance and Counseling
Exemption: Standard XI: Health Services – Health and Safety Services 16.03.1
A.C.A. 20-7-135 Nutrition and Physical Activity Standards-Implementation and Act 29 of the Second Extraordinary Session 2003
Exemption: Subchapter 3: Employment and Assignment
Exemption: Subchapter 9: The Arkansas Teachers' Salary Law

The proposed charter schools, Grace Academy and The University School, do not compare to the Gosnell School District. The proposed charter schools would be a waste of taxpayers' dollars. Why spend our tax dollars on these two charter schools that can not duplicate the excellent, well established practices at the Gosnell District? Please deny the request for the Grace Academy and The University School proposed charter schools.

Respectively submitted,

Donnie Wright, President of Gosnell School Board

Stan Williams, Superintendent of Gosnell Schools

Gosnell High School

+ College Credit

Dear Parents:

Your children may be enrolled in high school classes that may enable them to receive college credit at the same time.

Is your child enrolled in one of the following Gosnell High School classes?

GHS		ANC (Arkansas Northeastern College)
• Word Processing	=	Word Processing
• Desktop Publishing	=	Desktop Publishing
• Computerized Accounting I	=	Survey of Accounting
• CT: Business Applications	=	Computer Fundamentals
• Child Dev. and Parenting	=	Child Development
• Intro. to Horticulture	=	General Horticulture & Lab
• Plant Science	=	Introduction to Plant Science
• Environmental Resources; Soil and Water	=	Intro. to Soils/Nutrition & lab

If so, they may receive ANC credit for the ANC course listed if they earn an A or B in the GHS classes, plan to be a program completer, and take at least one class at ANC in order to create an ANC transcript. Of course, it is not mandatory that they participate in this program—it is a choice.

Benefits to you and your child are:

- College credit at ANC while in the high school classroom
- No cost for tuition or books
- Credit may transfer to other colleges or universities as part of a degree plan or as an elective

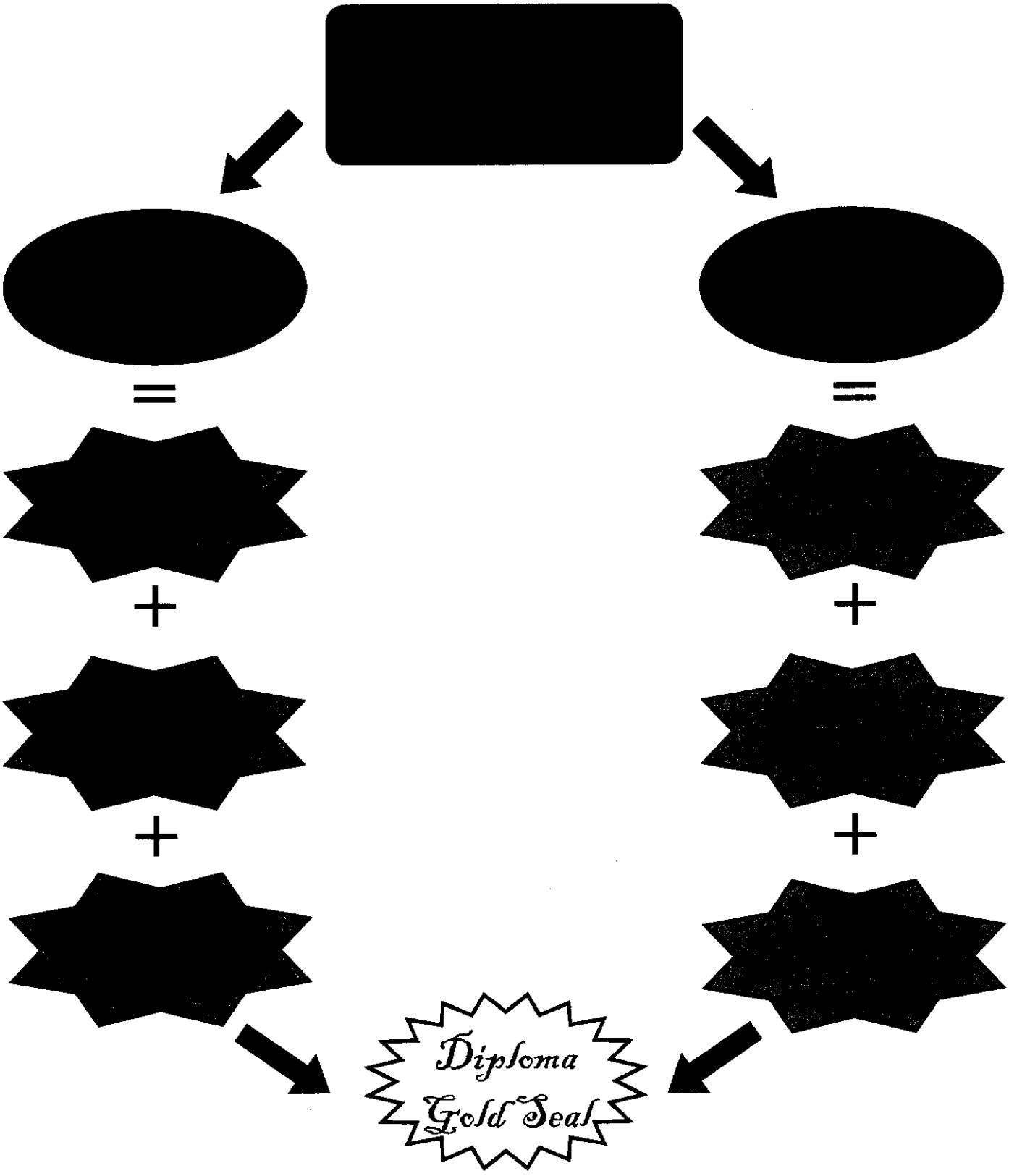
Teachers who teach these articulated (College Now) classes are: Claudia Briley, Jan Crosskno, Carolyn McNeely, Jame Pearce, and Jim Thieme. You will receive correspondence throughout the year about this "College Now" program from Amber Smith, the ANC Program Coordinator.

If you have questions, please contact one of us at GHS (532-4010).

Sincerely,

Kevin Evans, Principal

Are You a Completer?



Business Department
Mrs. McNeely

Arkansas Virtual High School and Compressed Video Classes

The Distance Learning program can be used two fold at Gosnell School District. The mission is to provide distance-learning courses, through a variety of delivery methods that will complement traditional high school curricula.

First, Distance Learning can be used to expand the curriculum at Gosnell High School. Classes that are not currently offered but are approved by the Arkansas State Board of Education can be found through Arkansas Virtual High School and Compressed Video Network. In addition to this, classes that are only offered at Gosnell once a day which are in conflict with other classes offered once a day can now be taken online giving the students more options in scheduling.

Second, Distance Learning can be used as a credit recovery program for students who have failed one or more semesters in a subject, which is required for graduation. In distance learning the student will have the ability to complete one semester during the summer (June) or two semesters during the regular school year.

These classes may be taken by computer or through the compressed video network. The Distance Learning hours offer the students access to computers, trained teachers, and a structured classroom setting in which to work. Distance learning is a more rigorous course of study simply because the responsibility of the class work lies upon the individual student. Currently Gosnell High School has 28 students enrolled in 10 different classes through Arkansas Virtual High School. There are also 36 students enrolled in three different classes through the compressed video network from the Arkansas Department of Education Distance Learning Center at Maumelle, Arkansas. An additional 20 students are enrolled in a course through the Dawson Center for Distance Learning in Arkadelphia, Arkansas.

ACT Preparation CPEP

June 5-30, 2006

See Mrs. McNeely

AP and Pre AP classes offered at GHS.

Pre AP English I, English II, English III, AP English IV

Pre AP Classes are offered for 9-11th graders who have exhibited a mastery of grammar skills and the ability to incorporate these skills into compositions. Advanced grammar concepts are presented. In literature, an in-depth study of the short story, drama, and novel is provided. Students also intensely write in a variety of modes for a variety of purposes. The courses follow the requirements of the College Board for Pre-AP English.

AP English IV offers students the opportunity to pursue and receive credit for college-level course work completed at the English school level. An intensive study of American and English novels is conducted with a comprehensive history of English literature which includes several Shakespearean plays. Writing assignments focus on the critical analysis of literature and include analytical and argumentative essays.

AP Physics B
Must have completed course work in Algebra II and Trigonometry
This is an advanced level course open to seniors. The class is non-calculus based and includes topics in both classical and modern physics. Topics include the momentum, laws of motion, conservation of energy, thermal dynamics, sound, optics, modern physics, electricity, and magnetism. These topics are developed through lectures, demonstrations, and lab experiences. Knowledge of algebra and trigonometry is required.

Pre-AP Algebra I
Must have completed pre-algebra
This course is designed for highly motivated students who plan to take advanced math classes throughout high school. The course follows the requirements of the College Board for Pre-AP Algebra I. Upon completion of Pre-AP Algebra I, students will be prepared for Pre-AP Geometry and/or Pre-AP Algebra II.

Pre- AP Geometry
Must have completed Algebra I
Pre-AP Geometry covers the same material as the regular Geometry course but at a faster and more in-depth pace. Pre-AP Geometry involves the study of undefined terms, proofs, special lines, congruent and similar figures, area and volume of figures, and coordinate geometry. In this class, students will do the following: discover points, lines, planes, and angles, connect reasoning and proof, use perpendicular and parallel lines, identify and apply congruent triangles, explore Quadrilaterals, connect proportion and similarity, apply right triangles and trigonometry, analyze circles, explore polygons and area, investigate surface and volume, and describe coordinate transformation.

Pre-AP Algebra II
Must have completed Algebra I and Geometry

Pre-AP Algebra II coursework includes working with linear equations, graphs and systems of equations. Also, there is focus on matrices, polynomials, radical expressions and quadratic functions. The students must be motivated to learn and able to do independent work. Critical thinking skills are required. Only highly motivated students should be in this class. The course follows the requirements of the College Board for Pre-AP Algebra II. Upon completion of Pre-AP Algebra II, students will be prepared for Pre-AP Pre-Calculus/Trigonometry, or College Algebra. This class also prepares them for the ACT.

Pre-AP Calculus/Trigonometry
This course involves the study of relations, functions, graphs, and trigonometry as well as advanced functions and graphing, and discrete mathematics. This is an introduction to AP Calculus and it will prepare students for College Algebra. In this course students will write and apply linear relations and functions, solves systems of equations and inequalities, study and manipulate the nature of graphs, solve and graph polynomial and rational functions, and much more.

AP Calculus AB
Must have completed Geometry and Algebra II
This course includes the study of functions, limits, derivatives and differentiation, integrals and integration, sequences and series. In this class, students will do the following: study functions and models, calculate limits and derivatives, learn and apply rules, apply rules of integrations, solve differential equations, and estimate sums of infinite sequences and series. (Students will be required to take an AP exam for the completion of this course.)

AP U.S. History
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to the use made by full-year introductory college courses. Students should learn to asses historical materials---their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

INTERNSHIP

"Internship," a new program of study, prepares students in regard to readiness for the workplace.

Following, you will find a synopsis of this new approach of training students for gainful employment. Please note: The official internship workstation must be relevant to the student's career forecast. Also, relative to the placement in this program of study, there is an average minimum requirement of 10 hours of training per week. Students must attend class (a simulated workstation) and apply the "work ethic" principles which are taught.

Program Description

The Workforce Education Internship program is designed to assist students in pursuing their career goals and to help them successfully transition from school-to-career. Students who expect to begin their careers immediately upon high school graduation, as well as those who need to complete post-secondary training prior to starting a career, can benefit from the program. The structure involves a strong business partnership that links the program and its participants to current resources, information, and guidance from professionals. It provides intense competency-based classroom and work-site instruction, incorporating academics and applied learning activities, all - specifically tailored to meet the needs of individual students. It also fosters articulation of programs between high schools and post-secondary, credit-granting institutions and apprenticeship programs. A post-graduation monitoring system is incorporated that identifies and addresses graduates' ongoing needs as they advance toward their identified career objectives. *One credit* will be awarded for completion of class hours and assignments in addition to 180 hours of work site study up to a maximum of 4 credits (72 hours of coordinator contact and 720 hours of guided work study) *within a consecutive two-year period.*

Internship Requirements

A participant must:

1. Be an 11th or 12th grader (at least 16 years of age).
2. Have an adequate attendance record in the previous year.
3. Be in good academic standing (at least a 2.0).
4. Preferably, have taken the p*re-requisite* , Workplace Readiness, or attempt to take it in the Fall that the internship position begins.
5. *Preferably*, <u>be enrolled in the *third* unit of study in the career focus area.</u> (There is a strong emphasis on a student becoming a vocational completer by graduation.)
6. Have letters of recommendation from two teachers (one in the student's career area and one outside the student's career "major"), a counselor or an administrator, and two adult (non-relative) long-time acquaintances; preferably, one of these from a former employer" (possibly, even someone who employed the student to do a minor job or merely a few work tasks; such as, mowing a lawn or baby-sitting).
7. Submit an application.
8. Take the Kuder Career Assessment (a means to identify or verify a career focus).
9. Conference with the Internship Coordinator to determine status for approval

   Note: *Presently*, internships are only available within the following vocational areas:

   Agriculture Department
   Family and Consumer Science Department
   Business Department

   [This is not to say that an internship could not be requested. If it is determined that appropriate courses have been taken as pre-requisites, it might be approved by the State Department. (This must be – in order to warrant the formulation of a written program for a career focus which is outside the traditional "vocational course" realm.]

LIST OF COURSES OFFERED
SENIOR HIGH 9th, 10th, 11th, 12th

Course	Credit/Sem
English I	1/2
English II	1/2
English III	1/2
English IV	1/2
Pre AP English I	1/2
Pre AP English II	1/2
Pre AP English III	1/2
AP English**	1/2
Speech*	1/2
Speech (Full year)	1/2
Drama I	1/2
Drama II	1/2
Journalism I-IV (Newspaper)	1/2
Journalism I-IV (Yearbook)	1/2
Civics/Government	1/2
American History	1/2
World History	1/2
Competitive Edge in Government	1/2
Psychology	1/2
AP American History**	1/2
Agriculture Science & Technology	1/2
Managing Our Natural Resources*	1/2
Environmental Resources*	1/2
Plant Science*	1/2
Biological Plant Science*	1/2
Agricultural Metals I*	1/2
Agricultural Metals II*	1/2
Introduction to Horticulture*	1/2
Animal Science*	1/2
Agricultural Mechanics I*	1/2
Agricultural Mechanics II*	1/2
Word Processing I*	1/2
Word Processing II*	1/2
Computerized Business Applications	1/2
Computerized Accounting I	1/2
Computerized Accounting II	1/2
Desktop Publishing I*	1/2
Desktop Publishing II*	1/2
Family & Consumer Science	1/2
Family Dynamics	1/2
Foods and Nutrition*	1/2
Housing and Interior Design*	1/2
Parenting*	1/2
Managing Resources*	1/2
Workplace Readiness*	1/2
Internship	1/2

Course	Credit/Sem
Algebra I	1/2
Algebra II	1/2
Algebra I Part I	1/2
Algebra I Part II	1/2
Geometry	1/2
Investigative Geometry	1/2
Algebraic Connections	1/2
Transition Math	1/2
Pre AP Algebra I	1/2
Pre AP Algebra II	1/2
Pre AP Geometry	1/2
Pre AP Pre-Calculus/Trigonometry	1/2
AP Calculus AB**	1/2
Physical Science	1/2
Environmental Science	1/2
Biology I	1/2
Chemistry	1/2
Zoology	1/2
Physics	1/2
AP Physics B**	1/2
Art I	1/2
Advanced Art*	1/2
Advanced Instrumental Music*	1/2
Instrumental Music I-IV (Band)	1/2
Vocal Music I-IV (Choir)	1/2
Spanish I (CVN Lab)	1/2
Spanish II (CVN Lab)	1/2
French I	1/2
French II	1/2
French III	1/2
Gifted and Talented Seminar*	1/2
Driver's Education*	1/2
Physical Education	1/2
Health*	1/2

NON CREDIT HOURS
Remediation Algebra I, Geometry, English I, and English IV
Physical Activity
Library Aide / Teacher Aide

COURSES SUCCESSFULLY COMPLETED WILL NOT BE REPEATED. COURSES WILL NOT BE TAKEN OUT OF SEQUENCE. NO AUDIT OR INDEPENDENT STUDY COURSES WILL BE ALLOWED.

* Semester Courses ** Advanced Placement Courses

Gosnell School District

Benchmark Scores

2006

Grade 3	Literacy	40	State Average	57
	Math	50		67
Grade 4	Literacy	65		61
	Math	59		60
Grade 5	Literacy	63		56
	Math	53		50
Grade 6	Literacy	66		59
	Math	68		57
Grade 7	Literacy	35		53
	Math	37		50
Grade 8	Literacy	44		66
	Math	29		44
EOC	Algebra I	69		65
EOC	Geometry	42		60
EOC	11th Gr.	44		45
	Literacy			

Gosnell School District
ITBS Scores
2006

K	Reading	54	State Average	55
	Language	63		65
	Math	62		68
1st Grade	Reading	57		64
	Language	65		64
	Math	59		63
2nd Grade	Reading	80		67
	Language	76		66
	Math	78		63
3rd Grade	Reading	50		61
	Language	48		61
	Math	55		65
	Core Battery	49		62
	Soc. Stud.	45		59
	Science	45		60
	Sources Info.	49		63
	Composite	48		62
4th Grade	Reading	57		60
	Language	69		63
	Math	72		69
	Core Battery	68		63
	Soc. Stud.	58		57
	Science	59		61
	Sources Info.	70		63
	Composite	64		61
5th Grade	Reading	61		57
	Language	66		58
	Math	68		64
	Core Battery	66		59
	Soc. Stud.	60		54
	Science	62		61
	Sources Info.	68		60
	Composite	64		58

6th Grade	Reading	54		49
	Language	62		49
	Math	71		56
	Core Battery	62		51
	Soc. Stud.	56		50
	Science	61		55
	Sources Info.	66		54
	Composite	62		52
7th Grade	Reading	40		49
	Language	36		48
	Math	47		53
	Core Battery	39		48
	Soc. Stud.	40		49
	Science	43		55
	Sources Info.	43		51
	Composite	40		50
8th Grade	Reading	36		49
	Language	32		45
	Math	44		50
	Core Battery	35		47
	Soc. Stud.	38		48
	Science	41		54
	Sources Info.	42		50
	Composite	37		49
9th Grade	Reading	37		47
	Language	42		50
	Math	47		50
	Core Battery	41		49
	Soc. Stud.	43		48
	Science	42		51
	Sources Info.	43		45
	Composite	41		49

Armorel School District

Board of Directors

Mr. Jeff Parish, President
Mrs. Susan Hughes, Vice-President
Mrs. Annette Parish, Secretary
Mr. John Schmalzried
Mr. Marcus Kortan

P. O. Box 99
Armorel, AR 72310

Superintendent
Mr. Mike Hunter

Phone: (870) 763-6639
Fax: (870) 763-0028

October 23, 2006

Mrs. Mary Ann Brown, Charter Schools
#4 State Capitol Mall Room 305 B
Little Rock, Arkansas 72201-1071

Arkansas State Department of Education
Arkansas State Board of Education

On Behalf of the Armorel Public School District and the Armorel Board of Directors, I am writing to express our opposition to the request of Great River Academy to start an open enrollment Charter School in Mississippi County, specifically Grace Academy and University School. Because we are a small school, striving to excel and maintain adequate enrollment, we would find it very difficult to give up $5,600.00 per student should one choose to attend G.R.A.

Members of the Armorel Board of Director and I all agree we are opposed to the state funding a Charter School which in essence would be a private school in Mississippi County for select students whose parents/guardians could afford to transport their students to and from school on a daily basis, for those who could pay for their child's lunches on a daily basis. Other concerns of which we have include: (1) G.R.A. seemingly has no accommodations for Special Education, (2) G.R.A. has identified low income and academically deficient students as an area of concern, yet have not addressed how they are going to raise those standards (3) Are all State and Federal guidelines followed? (4) Are highly qualified/certified teachers being used in the major academic areas, or just the most qualified person they could find?

As before, the application for the Charter School, G.R.A. is asking exemption of many state laws and guidelines as set by the State Legislative and the State Department of Education. Again, G.R.A. does not address how they will meet the regulations as set up by No Child Left Behind, Bench Mark exams, average yearly progress, etc.

We at Armorel feel a quality education is offered to our students. Our academic test scores remain among the highest in the state. The district is continually upgrading and increasing the technology aspects of both our elementary and secondary campuses. We currently offer 51 courses in grades nine through twelve including four College

RECEIVED
NOV 0 2 [illegible]
CHARTER SCHOOL OFFICE

Armorel School District

Board of Directors

Mr. Jeff Parish, President
Mrs. Susan Hughes, Vice-President
Mrs. Annette Parish, Secretary
Mr. John Schmalzried
Mr. Marcus Kortan

P. O. Box 99
Armorel, AR 72310

Superintendent
Mr. Mike Hunter

Phone: (870) 763-6639
Fax: (870) 763-0028

Board Advanced Placement courses, and concurrent credit courses through Arkansas Northeastern College.

Therefore, the Board of Directors and I agree it is not in the best interest of the Armorel Public School District to support the state funding of an open-enrollment charter school in Mississippi County. We ask the State Board of Education to deny this request in as much as we already have excellent schools in our county that are achieving.

Sincerely,
Mike Hunter, Superintendent

Armorel School District

cc: Mrs. Catherine Dean, President
Great River Academy Center for Excellence

BLYTHEVILLE PUBLIC SCHOOLS

405 West Park - PO Box 1169
BLYTHEVILLE, ARKANSAS 72316
Tel. (870) 762-2053 - Fax. (870) 762-0141

Bruce E. Daniels, Ph.D.
Superintendent

October 27, 2006

Ms. Mary Ann Brown
Arkansas Department of Education
Charter School Office
8221 Ranch Blvd.
Little Rock, AR 72223

Dear Ms. Brown:

On Thursday, October 26, 2006, the Board of Education of the Blytheville School District voted unanimously to oppose both Open-Enrollment Public School Charter applications of the Great River Academic Center for Excellence. While the location of the K-8 Charter School proposed by Great River Academy is not in the Blytheville School District, the location of the proposed 9-12 University School is in the Blytheville School District, and the district is very likely to be adversely affected by both or either of the proposed charter schools. The Blytheville School Board, with no dissenting vote, wishes to go on record as opposing these applications. In order for us to meet the overall needs of the young students in Mississippi County by providing them with a quality education, the Blytheville School Board strongly encourages the Arkansas State Board of Education to deny the two Open-Enrollment Public School Charter applications of the Great River Academic Center for Excellence.

The applications from Great River Academy request a multitude of waivers from requirements which currently must be met by all public school districts in Arkansas. While some of the waiver requests might seem reasonable, the total number and nature of the requests appear to be excessive. The applications also lack specificity as to how GRACE Academy and The University School plan to "exceed the achievement of the local school district" while "serving students in a high poverty area of the state, with dismal standardized test scores." In particular, what superior instructional programs and interventions are proposed by GRACE Academy and The University School? Which research-based programs will be more likely to succeed than those currently being implemented by the Blytheville School District? In the pages attached to this letter, specific items in the application will be noted along with our concerns related to each item.

The Blytheville School District has a current enrollment (October 2, 2006) of 3,041 students in grades K-12 along with two classes totaling 39 students in preschool. Of this total of 3,041 students, 77% are African-American, 21% are Caucasian, and 2% are Hispanic, Asian, or Native American. Recent determinations through National School Lunch Act applications indicate 82% of our students qualify for free or reduced price lunches, signifying that 82% of our student population lives at or below recognized poverty levels. Even though poverty levels of

our students are extremely high, we refuse to use or accept this as an excuse for our students not to learn. Consequently we have implemented and continue to implement effective, research-based strategies to improve academic achievement for all of our students. While our test scores are not where we want them to be, results from the Spring 2006 administration of the Benchmark and End-of-Course tests indicate gradual improvement that can and will be sustained. Anecdotal information from module testing in grades 1 through 12 continues to provide encouraging data indicating that our partnership with 27 other districts statewide in the Hot Springs Learning Institute is significantly benefiting students. The following are a few examples of research-based, cutting-edge interventions and programs we have initiated to improve student learning in the Blytheville Public Schools:

- Reading Recovery
- Emergent Reader Groups
- Comprehensive Literacy Classrooms
- Literacy Lab
- Smart Start, Smart Step, Next Step Strategies
- Hot Springs Learning Institute
- Monthly Module Testing in Literacy and Mathematics for grades 1-12
- Data-driven Instructional Decisions by Collaborative Teacher Groups
- Literacy and Mathematics Coaches at all grade levels K-12
- Extended Day and Extended Year Tutorial Programs
- Concurrent Credit (through the Secondary Center at Arkansas Northeastern College)
- Advanced Placement Courses in Core Content Areas
- Gifted and Talented Program for Students in all grades K-12
- Alternative Education Program for Students in grades 7-12
- Fitness and Wellness Training for Students in all grades K-12
- Daily Double Block Classes in Literacy and Mathematics in grades K-9 (To be extended to grades 10-12 in 2007-08)
- Collaborative Planning Time for Teachers in Core Content Areas

These are a few of the many intervention strategies we employ on a daily basis to serve our students.

Thank you for giving consideration to our concerns as we continue to devote full attention to maximizing our opportunities to improve learning for the young people of this community.

Yours truly,

Bruce E. Daniels, Ph. D.
Superintendent

James T. McMahan II
School Board President

Attachments

Items of Concern Related to the University School Application

- Pages 2 and 3, Item 3: Since the application focuses on the high poverty and at-risk students in the county school districts, logical questions arise as to how the charter school's enrollment will be monitored to assure its student percentages mirror those percentages of high poverty, at-risk students in the existing public schools. One would conclude there is an intention to primarily serve this segment of current student populations. No indications are given as to how this will be accomplished.
- Pages 4-7, Item 5: Area test scores coupled with disciplinary problems listed in this item do not by themselves support the need for this school. Test scores are a regular focus in the Blytheville School District. Upon review of discipline reports statewide, the numbers listed would appear to be typical. Those dealing regularly with reporting of discipline are well aware of the consistency problems with such reports.
- Pages 7-21, Item 6: The University School application goes into great detail about using distance learning, synchronous and asynchronous training, and concurrent credit opportunities for its students. All these programs are available and regularly accessed by county school districts on an as-needed basis. Also mentioned is a "partnership with Arkansas Northeastern College" to allow students to participate in an early college program. This is not a partnership but a service provided by the college in which high school students currently participate and have participated for a number of years. What is this University School designed to provide students that the public school districts do not already have in place? Research consistently establishes that while various aspects of distance learning are effective, a real live teacher in the classroom has a much stronger effect on increases in student learning than any other factor. Discussion relative to this aspect of classroom seems to be missing.
- Page 19, Professional Development: While professional development seems to be adequately addressed, the suggestion that professional development challenges can be "met without much difficulty" appears to be somewhat naïve to those who have dealt with this challenge for a number of years.
- Pages 22-23, Item 8: The process utilized to develop and align curriculum with the Arkansas Curriculum Frameworks is much more involved and important than to simply rely on SMART Core, APEX and PLATO. While these are good resources, staff involvement and buy-in are critical to this process. No explanation is provided as to how this involvement will take place.
- Pages 25-26, Item 11: Even though a non-discrimination policy is mentioned, no mention is made as to how the applicants will assure racial percentages that mirror in any way those of the Blytheville Public Schools.
- Pages 26-27, Item 12: "The University School will make every effort to hire Arkansas certified teachers and administrators. The Board of Directors, however, would like to be able to hire highly qualified individuals even if those persons do not have the appropriate Arkansas teacher's or administrator's license." Careful reading of the remainder of the application would indicate that this is not the intent of the Academy as is stated many times. Highly qualified teachers and not necessarily certified teachers are suggested. It should be noted that the expression "highly qualified teacher" has specific meaning now in Arkansas and the teacher being properly certified or licensed is a primary criterion for being "highly qualified."

In this section, also, a number of waivers are requested. One of these relates to the Minimum base Salary and their intent to use a performance-based salary schedule. No specifics are given relative to such a performance-based salary schedule, the implementation of which has been shown over many years to be extremely difficult and time consuming and almost totally without success in school settings.

- Pages 31-33, Item 17: Many exemptions from state standards are requested here, but a few will be mentioned here. Section F on Special Education is more than a little unclear. Little allowance is made in the projected budget for Special Education services. Of the six school districts in Mississippi County, five have from ten to fifteen percent (10%-15%) of their students in need of Special Education services. This is a major part of the educational services we provide for our students, and their application makes little provision to serve students with special needs. (Also, paragraph #3 describing Special Education services suffers from some "cut and paste" problems making its meaning quite unclear.) Section G on Alternative Education indicates this charter school is an alternative education program. While this may be true, this is not the type of Alternative Education program currently being implemented by other Arkansas School Districts.
- Page 34, Uniform Grading Scale: While the applicant requests an exemption from the Uniform Grading Scale requirement in order to implement a more rigorous grading scale, the grading scale described on Page 20 is the same as that currently used by the Blytheville Public School District.
- Page 38, Final Paragraph: The application finally states, incorrectly, "The public school districts in Mississippi County are not currently under a desegregation order." The Blytheville School District has been under a desegregation order for more than thirty-five (35) years. While compliance with the order does not work a burden for the district, and even though it has been in place for many years, the order remains in place and has not been lifted.
- Page 38, Final Sentence: ". . . it is not expected that the University School will have any significant impact on any school district's desegregation compliance." However, the Blytheville School District does expect the Academy to have a negative impact on its desegregation compliance. The 82% of our students at or below the poverty level are a large majority African-American and lack the ability to travel ten miles one way to school for 188 days without transportation being provided. Those families who have the ability to provide access to the proposed charter school would be a large majority Caucasian middle class. Our ratio of African-American to Caucasian students, which currently is 77:21 would only increase, effectively re-segregating our schools.

The preceding items represent examples of the many reasons why the Board of Education of the Blytheville Public Schools voted unanimously to oppose the application to locate a 9-12 charter school (The University School) in the Blytheville School District. Similar concerns resulted in the Board vote to oppose the granting of a charter for a K-8 school to be located in the Gosnell School District.

RECORD OF SPECIAL BOARD PROCEEDINGS
(MINUTES)

Blytheville, AR
October 26, 2006

The Blytheville Board of Education met in a special meeting at the Blytheville School District Administration Building at 405 West Park Street at 5:30 p.m. on October 26, 2006, with the following members present:

(1) James T. McMahan II, President
(2) Gene Henton, Vice President
(3) Marrietta Jerome, Secretary
(4) Steve White
(5) Tommy Bennett, Jr.
(6) Billy Fair
(7) Lori Hixson

The following member was absent: Ollie R. Lofton

Others present for the meeting: Christie Benham (*Blytheville Courier News*) and Sandy Hughey

1. CALL TO ORDER — President McMahan called the special meeting to order.

2. CHARTER SCHOOL APPLICATION — Upon the recommendation of Superintendent Daniels, a motion was made by Marrietta Jerome and seconded by Lori Hixson that notice be given to the State Board of Education that the Blytheville Board of Education opposes the application for Grace Academy by Great River Academic Center for Excellence, Inc.

   Motion passed by unanimous vote.

3. CHARTER SCHOOL ESTABLISHMENT — Upon the recommendation of Superintendent Daniels, a motion was made by Steve White and seconded by Gene Henton that the Blytheville Board of Education opposes the establishment of The University School by Great River Academic Center for Excellence, Inc.

   Motion passed by unanimous vote.

4. ADJOURNMENT — The meeting adjourned at 5:55 p.m.

Bruce Daniels

Bruce E. Daniels, Ph.D.
Ex-officio Financial Secretary

CERTIFIED MAIL

7005 1820 0005 2080 2945

UNITED STATES POSTAGE PITNEY BOWES

02 1F $04.88⁰

0002361195 OCT 31 2006

MAILED FROM ZIP CODE 72315

BLYTHEVILLE SCHOOL DISTRICT

ADMINISTRATIVE OFFICE

P.O. BOX 1169

405 WEST PARK STREET

BLYTHEVILLE, AR 72316

TO:

Ms. Mary Ann Brown
Arkansas Department of Education
#4 State Capitol Mall
Room 305-B
Little Rock, AR 72201

MANILA PUBLIC SCHOOLS

Post Office Box 670
MANILA, ARKANSAS 72442
TELEPHONE (870) 561-4419
FAX (870) 561-4410

Pamela Castor
Superintendent

BOARD OF EDUCATION
Tony Crowell, President
Jackie Hill, Vice-President
Donald Master, Secretary
Steve Metheny
Scott Misner
Johnny McCain
Justin Veach

To: Arkansas Department of Education Charter School Office

From: Manila School District

Date: October 24, 2006

RE: Great River Academic Center for Excellence, Incorporated Charter Applications:
Grace Academy K – 8
The University School 9-12

Manila School District opposes approval of the charter applications submitted by the Great River Academic Center for Excellence for both Grace Academy and The University School.

Opposition to the applications is based on the following findings by the Manila School District Board of Directors. Approval of the applications for formation of Grace Academy and The University School will have a negative impact on Manila School District. Because the applications make no provision for transportation of students, only those families having the financial means to transport students will attend. In this era of rising fuel costs the result will likely be an opportunity for segregation of students by income level. Juxtaposed with the identified students of need in the county; high poverty students and special education students, a paradox emerges. Alternative educational methodology and choice for students most in need will not result from the formation of either school.

Waiver requests for teacher licensing requirements when the availability exists for non-traditional licensing, leave doubt as to the quality of what the applicants term "qualified" or "highly qualified". Nonetheless, drawing from a limited pool of eligible teachers in shortage areas will have a negative effect on all public school districts in the county, including Manila School District.

The formation of Grace Academy and The University School by Great River Academic Center for Excellence, Incorporated will negatively impact public

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CHARTER SCHOOL OFFICE

school education, and thereby Manila School District's efforts to provide a quality, efficient, and effective public school education.

Pamela Castor
Superintendent

Tony Howell
President, Board of Directors

BOARD OF EDUCATION

Steve Brothers, President
Sylvester Belcher, Vice President
Ollie Collins, Secretary
James Baker
Billy Griffin
Michelle Weldon
Sally Wilson

Osceola Public Schools

MEMBER NORTH CENTRAL ASSOCIATION

MILTON WASHINGTON, Supt.

2750 West Semmes
P.O. Box 528
Osceola, Arkansas 72370
870 / 563-2561
Fax: 870 / 563-2181

October 30, 2006

Arkansas Department of Education
Charter School Office
#4 State Capitol Mall
Room 305-B
Little Rock, AR 72201

Dear Ms. Brown:

The Osceola School District's Board of Directors voted on October 27, 2006, to recommend disapproval of the Great River Academic Center for Excellence's open enrollment charter applications – GRACE Academy (K-8) and the University School (9-12).

The Osceola School District is not willing to support these open enrollment charters. We currently are working to further develop and to support the existing conversion charter school - the Academic Center of Excellence - with the Osceola School District. Progress is being made, and we want to be able to continue the positive results that students are achieving. We recognize there is room for continued improvement, and we desire the opportunity to continue the progress that is being made without outside forces draining our existing resources.

Respectfully submitted,

Steve Brothers
President
Osceola School District
Board of Directors

cc:

Great River Academic Center for Excellence, Inc.

311 W. Hale Avenue
P.O. Box 552
Osceola, AR 72370

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OCT 31 2006
CHARTER SCHOOL OFFICE

GREAT RIVER
ACADEMIC CENTER FOR EXCELLENCE, INC.

311 West Hale Avenue
P.O. Box 552
Osceola, Arkansas 72370

Telephone: (870) 563-5000
Facsimile: (870) 563-3430

Thursday, November 9, 2006

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

VIA CERTIFIED MAIL

Re: NOTICE OF APPEAL

Dear Ladies and Gentlemen:

Great River Academic Center for Excellence, Inc. ("Great River") has filed an application to establish an open-enrollment charter school ("GRACE Academy") within the Gosnell School District. Gosnell School District has now filed its objection. Please accept this letter as Great River's written notice of appeal.

According to Ark. Code Ann. § 6-23-102, the purpose of the Arkansas Charter Schools Act of 1999 (hereinafter referred to as "the Act") is to:

- improve student learning;
- increase learning opportunities;
- encourage different and innovative teaching methods;
- create new professional opportunities for teachers (including the opportunity to be responsible for the learning program at the school);
- provide parents and pupils with choices;
- hold the schools established accountable for meeting measurable student achievement standards

Great River has timely submitted its application in strict compliance with all statutory and regulatory requirements. Great River's application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2005. Nonetheless, Gosnell School District opposes the application.

Under the Arkansas Department of Education Rules and Regulations Governing Charter Schools, Section 8.06, "[t]he local board shall vote to approve or disapprove the application and prepare *written findings*" (emphasis added). Thus, for Gosnell School District to legitimately object to the application, it must clearly set forth reasons that, if true, reveal some fatal flaw in the education plan. Gosnell School District has not done so.

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CHARTER SCHOOL OFFICE

In regard to Gosnell School District's anticipated loss of students, statistical data shows that it will be less than perceived. According to the ADE Student Information System Database, there were a total of 4,534 elementary school students in Mississippi County during the 2005-2006 school year. Gosnell's enrollment was 820 – roughly 18 percent of the county total. GRACE Academy anticipates enrolling 214 students in its first year. Statistically, 38 of the 214 would come from Gosnell, representing only 5 percent of the Gosnell elementary and middle school enrollment. Of those 38 students, it is anticipated that the percentage of free and reduced lunch, African American to Caucasian, and special education students will accurately reflect those percentages seen county-wide, and will not alter any of the current percentages for the Gosnell School District.

Finally, Gosnell School District neglects to acknowledge that the Arkansas State Board of Education will oversee the charter school's operations. If GRACE Academy breaches its charter contract, it will close and its students will return to their respective districts. The only way Gosnell School District could be adversely affected in the long run is if the charter school is successful and Gosnell School District continues to fail. At that point, the argument would be solely about money (if it is not already). There is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children.

Great River respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Mississippi County, Arkansas, are entitled.

Respectfully submitted,

Great River Academic Center
for Excellence, Inc.

by: _____
Catherine P. Dean, Vice President
Attorney at Law, AR 96034

/CPD
pc: Gosnell School Board
Mary Ann D. Brown, ADE
Charter School Office

improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.

(b) The state board shall give preference in approving an application for a charter school to be located in any public school district:

(1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;

(2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or

(3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

The state board shall give preference in approving an application for a charter school to be located in any public school district:

10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;

10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or

10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

GRACE Academy will be located in a district which meets not one, but at least two of the criteria established for giving preference to an applicant. GRACE Academy will be located in a county in which five of the six school districts are classified as in academic distress. Specifically, the Gosnell School District is classfied in Year 3.

The mandatory parental notification made by local districts in distress correctly advised parents and students of their "right" to request a transfer into another school within the district which is not in academic distress. By that same notification, the districts advised parents and students that there were NO ALTERNATIVES.

Therein lay the need for an open-enrollment charter school.

Global Evaluation of Gosnell School District

For three years Literacy

Three years' analysis of the education achievement gap trend data of Gosnell School District students, on measures for literacy were as follows (emphasis in original):

The mean scaled score in 2002 for Black students was **176.12**. *The mean scaled score in 2002 for White students was* **191.108**. *The difference of* **14.988** *can be statistically computed to an effect size of* **0.559**, *which represents* **a meaningful** *difference between the groups. It is representative of a* **large** *educational achievement gap in 2002.*

The mean scaled score in 2003 for Black students was **179.582**. *The mean scaled score in 2003 for White students was* **192.674**. *The difference of* **13.092** *can be statistically computed to an effect size of* **0.459**, *which represents* **a meaningful** *difference between the groups. It is representative of a* **large** *educational achievement gap in 2003.*

The mean scaled score in 2004 for Black students was **192.753**. *The mean scaled score in 2004 for White students was* **201.781**. *The difference of* **9.028** *can be statistically computed to an effect size of* **0.301**, *which represents* **a noteable** *difference between the groups. It is representative of a* **minor** *educational achievement gap in 2004.*

For three years Math

Three years'analysis of education achievement gap trend data of Gosnell School District students, on measures for math were as follow (emphasis in original):

The mean scaled score in 2002 for Black students was **160.152**. *The mean scaled score in 2002 for White students was* **185.637**. *The difference of* **25.486** *can be statistically computed to an effect size of* **0.516**, *which represents* **a meaningful** *difference between the groups. It is representative of a* **large** *educational achievement gap in 2002.*

The mean scaled score in 2003 for Black students was **167.851**. *The mean scaled score in 2003 for White students was* **188.733**. *The difference of* **20.882** *can be statistically computed to an effect size of* **0.415**, *which represents* **a meaningful** *difference between the groups. It is representative of a* **large** *educational achievement gap in 2003.*

The mean scaled score in 2004 for Black students was **175.047**. *The mean scaled score in 2004 for White students was* **202.071**. *The difference of* **27.025** *can be statistically computed to an effect size of* **0.475**, *which represents* **a meaningful** *difference between the groups. It is representative of a* **large** *educational achievement gap in 2004.*

Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:

> (a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to

Gosnell School District's objections about the education plan itself boil down primarily to assuring that enrollment will be monitored to accurately reflect the balance of students in the county (which is resolved by instituting a weighted lottery if necessary), and a complaint that the Arkansas Charter School Act of 1999 is not fair (complaining about the availability of waivers which Gosnell calls "inconceivable," although existing charter schools have been granted the same waivers requested).

Given its lack of any concrete objection to the education plan, and the lack of success of the current Gosnell education plan, it appears that Gosnell School District's primary concern is the perceived negative impact the charter school will have upon the school district itself due to loss of students, and money. In opposing the school, Gosnell School District goes so far as to claim that its "excellent, well-established practices" negate the need for a charter school. However, irrefutable data indicates otherwise. In our application, we used the most current academic year data to demonstrate the need for an education alternative, a review of the previous year trend of student performance demonstrates that need even more.

Arkansas Benchmark Exam - Trends % of students scoring below basic or basic

		Math			Literacy		
Grade	Sub-Group	2005	2004	2003	2005	2004	2003
3rd	Afr. Amer.	62			53		
	Eco. Dis.	49			56		
	White	29.2			42		
4th	Afr. Amer.	65			56		
	Eco. Dis.	45			45		
	White	26			37.1		
5th	Afr. Amer.	76			47		
	Eco. Dis.	72			48.8		
	White	58			47.8		
6th	Afr. Amer.	83			50.2		
	Eco. Dis.	65			41.2		
	White	52			31.4		
7th	Afr. Amer.	93			80		
	Eco. Dis.	89			79		
	White	67			59.6		
8th	Afr. Amer.	94.3			48		
	Eco. Dis.	82			58		
	White	65			41.5		

Of particular concern is the serious, persistent gap in achievement levels between African American and Caucasian students. In 2005, researchers at the University of Arkansas drew the following conclusion about this shared concern:

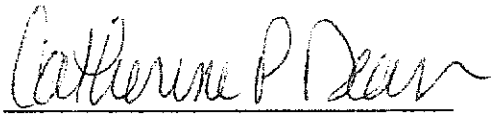
In regard to Gosnell School District's anticipated loss of students, statistical data shows that it will be less than perceived. According to the ADE Student Information System Database, there were a total of 4,534 elementary school students in Mississippi County during the 2005-2006 school year. Gosnell's enrollment was 820 – roughly 18 percent of the county total. GRACE Academy anticipates enrolling 214 students in its first year. Statistically, 38 of the 214 would come from Gosnell, representing only 5 percent of the Gosnell elementary and middle school enrollment. Of those 38 students, it is anticipated that the percentage of free and reduced lunch, African American to Caucasian, and special education students will accurately reflect those percentages seen county-wide, and will not alter any of the current percentages for the Gosnell School District.

Finally, Gosnell School District neglects to acknowledge that the Arkansas State Board of Education will oversee the charter school's operations. If GRACE Academy breaches its charter contract, it will close and its students will return to their respective districts. The only way Gosnell School District could be adversely affected in the long run is if the charter school is successful and Gosnell School District continues to fail. At that point, the argument would be solely about money (if it is not already). There is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children.

Great River respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Mississippi County, Arkansas, are entitled.

Respectfully submitted,

Great River Academic Center
for Excellence, Inc.

by: 

Catherine P. Dean, Vice President
Attorney at Law, AR 96034

/CPD

pc: Gosnell School Board
Mary Ann D. Brown, ADE
Charter School Office

GREAT RIVER ACADEMIC CENTER FOR EXCELLENCE

311 West Hale Avenue
P.O. Box 552
Osceola, Arkansas 72370
Telephone: (870) 563-5000
Facsimile: (870) 563-3430

Arkansas Board of Education
Charter School Office
ADE Technology Center
8221 Ranch Blvd.
Little Rock, Arkansas 72223

A copy of this letter is being sent via certified mail to each member of the local board of the district in which the school will be located and those local boards which will likely be affected.

RE: Letter of Intent to Apply for Open-Enrollment Public School Charter

Name of Eligible Entity: Great River Academic Center for Excellence

Contact Person: Catherine P. Dean
311 W. Hale Avenue, P.O. Box 552, Osceola, Arkansas 72370
Telephone: (870) 563-5000; facsimile: (870) 563-3430
Email: cddeanlaw@sbcglobal.net

Arkansas Congressional District Number: 1st District

Description of Eligible Entity: Great River Academic Center for Excellence, Inc., an Arkansas not-for-profit corporation, with members of parents and professionals from the local community; 501(c)(3) status pending.

Name of Proposed Charter School: Great River Academic Center for Excellence

Location of Proposed Charter School: Mississippi County, Arkansas (**Gosnell School District**)

Proposed Grade Levels: K - 12

Purpose or Special Emphasis of the Proposed School:

Many children of the lower Delta region are victims of poverty, leaving them unchallenged and without opportunity. This lack of challenge and opportunity is reflected in the national test scores in the area. The purpose of Great River Academic Center for Excellence is to fully immerse the community in a partnership with academics, fine arts, and state-of-the-art technology in order to prepare its graduates for success in continuing education, college and/or the work force. Parents, one of the most valued assets, will be trained and will serve on cross-functional, continuous improvement-type work teams to design and re-design the school's policies and to manage the school to achieve the above-referenced goals. This methodology will be presented and tested on Great River Academy, using performance measures, and ultimately shared with other schools in the Delta region.

RECEIVED
letter of intent-3.wps AUG 0 1 2006
CHARTER SCHOOL OFFICE

Catherine P Dean

GREAT RIVER
ACADEMIC CENTER FOR EXCELLENCE, INC.

311 West Hale Avenue
P.O. Box 552
Osceola, Arkansas 72370

Telephone: (870) 563-5000
Facsimile: (870) 563-3430

Thursday, October 5, 2006

Ms. Mary Ann Brown
Program Director Charter Schools
Arkansas Department of Education
#4 State Capitol Mall Room 305-B
Little Rock, AR 72201

RE: GRACE Academy

Dear Mary Ann:

Enclosed please find a photocopy of the return receipts which we have received to date from the superintendents of Armorel, Gosnell, Osceola and South Mississippi County, Arkansas, as evidence that we provided copies of our open-enrollment application which was filed on October 2, 2006. We have not yet received the return from Manila or Blytheville, but will provide you with a copy upon receipt.

Thank you for your assistance in this matter and please do not hesitate to contact me should you have any questions or wish to discuss this matter.

Sincerely,

Catherine P. Dean

/CPD

Enclosure

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mike Hunter
P.O. Box 88
Armorel, AR 72310

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Mike Hunter ☐ Agent ☐ Addressee

B. Received by (Printed Name) Mike Hunter C. Date of Delivery 10-3-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7004 2890 0002 3778 7846

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Stan Williams
600 North Highway 181
Gosnell, AR 72315

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Kathy Baker ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 10-3-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7004 2890 0002 3778 7884

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Milton Washington
2750 West Semmes
Oscoela, AR 72370

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Faye Hill ☐ Agent ☐ Addressee

B. Received by (Printed Name) FAYE HILL C. Date of Delivery 10/3/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7005 0390 0003 8982 5199

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

Rogers H. Ford
22 North Jefferson
Wilson, AR 72395

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Pat Barnes ☐ Agent ☐ Addressee

B. Received by (Printed Name) Pat Barnes C. Date of Delivery 10-3-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☑ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

FedEx Express **US Airbill**

FedEx Tracking Number **8596 8988 5164**

Sender's Copy

Form Please print and press hard.

Date 11/15/06 Sender's FedEx Account Number 3332-3106-9

Sender's Name Charter School Office Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B

Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201-1013

Your Internal Billing Reference 24 characters will appear on invoice.

Recipient's Name Catherine P. Dean Phone (870) 563-5000

Company Trail and Dean / Grace Academy

Recipient's Address 311 West Hale Street

Cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept./Floor/Suite/Room

Address

Request a package be held at a specific FedEx location, print FedEx address here.

City Osceola State AR ZIP 72370

0348245978

Find drop-off locations at fedex.com
Schedule pickups, track packages, get shipping tools, and more.

4a Express Package Service

Packages up to 150 lbs.

- [X] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate.

* To most locations.

4b Express Freight Service

Packages over 150 lbs.

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ____

** To most locations.

5 Packaging

- [X] FedEx Envelope*
- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
- [ ] FedEx Box
- [ ] FedEx Tube
- [ ] Other

* Declared value limit $500.

6 Special Handling

Include FedEx address in Section 3.

- [ ] **SATURDAY Delivery** NOT Available for: FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
- [ ] **HOLD Weekday** at FedEx Location NOT Available for FedEx First Overnight.
- [ ] **HOLD Saturday** at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

Does this shipment contain dangerous goods? One box must be checked.

- [X] No
- [ ] Yes — As per attached Shipper's Declaration
- [ ] Yes — Shipper's Declaration not required.
- [ ] Dry Ice — Dry Ice, 9, UN 1845 ____ x ____ kg

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

- [ ] Cargo Aircraft Only

7 Payment Bill to:

Enter FedEx Acct. No. or Credit Card No. below.

- [X] Sender — Acct. No. in Section 1 will be billed.
- [ ] Recipient
- [ ] Third Party
- [ ] Credit Card
- [ ] Cash/Check

FedEx Acct. No. / Credit Card No. ____ Exp. Date ____

Total Packages	Total Weight	Total Declared Value†
		$ .00

†Our liability is limited to $100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.

FedEx Use Only

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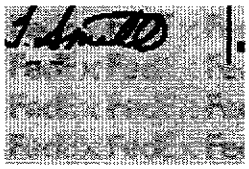

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November 15, 2006

Ms. Catherine P. Dean
Trail and Dean
311 West Hale Street
Osceola, AR 72370

Dear Ms. Dean,

This letter is to inform you of the completion of the evaluation of the application for Grace Academy as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: Grace Academy Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Grace Academy

Eligible entity status:
Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Approved Sept. 20, 2006

Comments:
Concerned regarding 501 (c) (3) Status for Universal.

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Provide copies of any supporting evidence received.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Description presented for the objective is vague or missing	• Description for the objective is present but lacks detail.	• Description for the objective is complete and details all required information.

Average Score 6/10

Strength:
Public meeting was held and a sign-in sheet for the meeting is provided.

Weaknesses:
There are no vote tallies or minutes for the meeting. There is a claim that pre-enrollment forms for 113 children exist, but no documentation is provided.

More documentation on Questions and Answers is needed. What information may have been disseminated and by whom? Was there any specific discussion concerning concrete planning for the school as well as specific timelines?

OBJECTIVE 2

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. *The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.*

B. *The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.*

C. *The last publication of notice shall be no less than seven days prior to the public meeting.*

D. *Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.*

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 8/10

Strength:
Most information is provided as requested. Ad was provided in multiple newspapers.

Weakness:
Attachment indicates letters sent to superintendents in surrounding districts, however there is no indication that the superintendent of the Buffalo Island Central School District was notified. Buffalo Island is contiguous to the Osceola School District.

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 4/10

Strengths:
The organizational structure currently includes a wide variety of persons, and the application indicates that the board "will attempt to maintain".

Weaknesses:
The process for determining program consistency with school mission is unclear. Under Board Responsibilities, the board would consider programs "[a]s needed by the Administrator". Under Administrator Responsibilities, the Administrator would "[e]valuate and report to the Board" which programs are the most consistent with the school's mission.

Although the board is charged with "[ensuring] legal and ethical integrity and accountability", the extent of that legal integrity is unclear. Will board members have individual legal responsibility, or will the board as a group bear responsibility for the actions of the school? Information provided is lacking in detail.

Parental responsibilities with regard to actual input and/or involvement in development of educational planning appear to be minimal. Student as well as community involvement is vague.

The role description for Financial Management is vague. The description is that the Board will ATTEMPT to maintain an individual with financial management expertise. A further description of the founding members of the Board includes an individual who is a financial manager and a parent who is the office manager of an accounting firm. Importance should be placed on employing an individual with actual book keeping experience and, preferably, with APSCN data entry knowledge.

OBJECTIVE 4

Does the application give the mission statement for the proposed open-enrollment charter school?

Average Score 6/10

Strength:
The mission statement is inclusive of all student populations.

Weakness:
There is little indication of the specific uniqueness of the educational experience.

OBJECTIVE 5

Does the application provide a description of the educational need for the school?

Average Score 7/10

Strengths:
Graphic representation of scores is effective and easily understandable. Interesting information and great data use.

Weaknesses:
Application does not include norm-referenced test results.

There is no indication of comparison with Buffalo Island Central, South Mississippi County or Manila School Districts. These districts are contiguous to the district which will house the proposed charter school.

OBJECTIVE 6

Does the application describe the educational program to be offered by the charter school?

Average Score 7.5/10

Strengths:
Research bases was included for both Direct Instruction and Core Knowledge. Appropriate to note that impact of Accelerated Schools at middle grades is lacking.

Data performance being collected weekly, weekly conferences and mid 9-week progress reports (page 11) will communicate needs early and ensure success for these students.

Plato and other computer-based school options are good ideas as long as none of these become the sole source of instruction.

Grading scale will offer smooth transition back to public school if necessary.

How will library services be rendered? Reading is a critical aspect of education. Can the charter establish "classroom" libraries with a minimum of books per classroom?

Weaknesses:
It is difficult to determine the student/teacher ratios.

There is no information specifically about Singapore Math or Saxon Math or why these programs were chosen.

The reliance on computer-based assessments is a big concern. The assessment process would be strengthened if Benchmark released items were more integral to the process.

There is little indication that these programs are especially applicable to the targeted group of students, and that they are applicable to the entire K-8 span.

There is a great deal of information on specific programs, but the manner in which the programs are integrated into a full curriculum is sparse. How do these programs work together to prepare students for high school and the rigors of those classes? The Accelerated Schools concept seems to be at odds with Direct Instruction whose greatest impact seems to be on reading vocabulary and oral fluency rather than on reading comprehension. The curriculum should be

sensitive to the needs of middle school students as well as the elementary students.

Charter needs to ensure that incorporated frameworks are actually covered. Staff documentation of which frameworks and when they are covered in schedules or lesson plans could assist in this matter. Sample looks like an elementary schedule with recess listed.

A concern is regarding "programs are optional" (pg 11), statement for tutoring, additional fine arts and technology programs. How will students receive instruction in these areas if they elect not to participate in these?

OBJECTIVE 7

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Average Score 6/10

Strength:
Assurance of participation in ACTAAP and No Child Left Behind required testing/assessments and consequences for non-participants.

Weaknesses:
A major area of concern is the Charter's reliance on Northwest Evaluation Associates for computer-based assessments, and those from PLATO. The tailoring of individual curriculum goals should draw from the combined experience of the parent, child, teacher, and support staff. The reliance on computer-based, remotely-scored assessments is a concern.

The use of Benchmark release items should form a large part of the assessment process, yet this assessment strategy is lacking in the application.

The documentation does not appear to list specific year-by-year goals or progression rates for students.

What will be the immediate resources of assessment other than test-scored by teacher? A major concern is placing child in a situation of having gone whole semester or year and still unable to grasp concepts or objectives. What exactly are the first year immediate goals for the charter or even first 6 months?

Is there going to be any tool in place to monitor weekly or bi-weekly progress on areas child was not proficient in? Constant effective monitoring is critical to academic success.

OBJECTIVE 8

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Average Score 5/10

Strength:
There is an assurance that curriculum in Core Knowledge and PLATO are aligned with the Frameworks

Weaknesses:
No process for assuring ongoing, daily alignment between curriculum and Arkansas Frameworks. The reliance on PLATO and Core Knowledge is a concern, and the applicant's failure to provide even an assurance that Saxon Math and Singapore Math are aligned with the Frameworks is an even greater concern.

Documentation appears to contradict OBJECTIVE #6, stating here that the curriculum will rely mainly on Core Knowledge and Plato. Would like to see more detail of how the proposed curriculum will be aligned with the frameworks. Charter includes statements that somewhat support the fact that the curriculum will be aligned. However, it is imperative that Charter clearly understands what aligning the curriculum really means and is not just depending on these online entities to do it for them.

Charter should explain the process they would use to align the curriculum if there was no entity or tell how they will ensure that it is done. Staff development will be critical to ensure teachers are able to teach the aligned curriculum. What are the staff development expectations for staff? Social Studies and Science frameworks are being reviewed. Charter will need to be aware of changes. Who is assigned this responsibility? And how will they do it?

Framework requirements are different for each grade and course. How will charter ensure that frameworks are not "left out" or "looked over"?

OBJECTIVE 9

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Average Score 8/10

Strengths:
The use of US Census Bureau information is appropriate, and the information is pertinent. Interesting use of graphic with ITBS and Poverty by county.

Weakness:
A Wall Street Journal article is referenced as an attachment, but is not included in the application. Again, Buffalo Island Central school district is not included in the comparison.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 8/10

Strength:
Most required information included in this objective.

Weaknesses:
An explanation of policies and programs, and an opportunity for questions and answers from the attendees was not covered during the public meeting.

Is the report going to be provided in writing or verbally? Will academic progress be reported in some shape form or fashion to parents weekly, bi-weekly or quarterly in the newsletter or only at the end of a reporting period?

Would like to see consistent, thorough immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all their needs are met. All parties (parents, students, teachers, community) should be involved, and Charter should institute a level of accountability to assign responsibility to each party.

OBJECTIVE 11

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Average Score 8.5/10

Strengths:
Information in this section is drawn directly from applicable Acts/laws.
Additional information about the application process is included in application.

Weaknesses:
What are the provisions for students that have been expelled from another school district?

Children of founding members and active board members appear to have a "priority status" over other children. A description of how the "weighted lottery" will be implemented is needed.

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 5.5/10

Strengths:
School will provide funding for teachers to pursue Alternative Certification.

Assurance of non-discrimination in employment is present.

Charter did a very good job on descriptions of duties. Charter needs to be aware that 60 college hours are required for paraprofessionals and aides.

Weaknesses:
The application indicates that the Charter would like to be waived from the requirement for licensure in order to teach. There is no description of who would be a "highly qualified individual."

Information for this section is scattered in other places in the application.

The application seeks waivers for laws related to Teacher Fair Dismissal and School Fair Hearing Act, along with waivers from other laws and Standards.

The employment of a maximum of two teachers for each grade K-8 may conflict with budgeted expense for 9 teachers. The low numbers of teachers is especially troubling as the teachers would need to have a great deal of generalized knowledge as well as an aptitude for teaching. There is no indication of the minimum qualifications for a non-certified person to be otherwise qualified. This is an area for concern.

Children from this background and of this age often experience problems that deal with psychological/emotional issues. Counseling services may be critical. Also who will be responsible for the testing? Teachers may need additional PD.

Charter needs to give specific qualifications of all positions. How will Charter meet the daily immediate needs of students for which they decided to contract services (i.e. nurse)?

Charter needs to define what it will mean by "highly qualified individuals".

Class ratios with 6 teachers and 214 students will make Charter be out of compliance with Standards. Charter shows 6 teachers in the budget (page 60), but on page 18 shows 18 teachers. Clarification is needed.

What is the fiscal service position? What is the job description for position?

OBJECTIVE 13

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Average Score 5/10

Weaknesses:
There is no real information on how Apple PowerSchool will interface with APSCN SIS.

The board delegates the responsibility for purchases over $2,000 to the administrator, however, on page 3, the Board itself is charged with ensuring proper financial controls are in place. This seems to be internally inconsistent.

"Parent volunteers will also be utilized", clarification is needed regarding the meaning for this statement.

The administrator prepares the budget for submission to the Board unless there is no administrator, in which case a Finance Committee prepares the budget. Where did the Finance Committee come from? Although a Chairman of the Finance Committee is identified on page 2, the rest of the committee goes unnamed, and the process for selecting committee members is not identified.

Will the SIS program from the Charter be compatible with the Arkansas SIS system? What will the makeup of the finance committee be? How are the purchases approved and processed? How many signatures are required? How often will financial reports be presented to the Board? Will reports be done orally or in writing?

Comments from Finance Department:
The application states the Academy will implement the "student information system licensed from Apple for PowerSchool". It further states "the information contained in the SIS will be readily available for different types of reporting..." The application is missing any reference to the use of, or interface with, APSCN.

The application set deadlines for the completion of the budget, and submitting the budget to the Board. These deadlines are not realistic based on state reporting timelines.

The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all district transaction information to the APSCN network in a compatible format and in sufficient detail as required by the department.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score 5/10

Weaknesses:
Will there be any individual site visits? Who could perform these? How often will these take place? Will there be some type of report presented to the Board? Documentation is vital; response to this question is not really a description of how the audit will be done.

Comments from Finance Department:
The application states an audit firm will be hired to write an audit program to form a basis for an opinion on the material accuracy of the financial statements, AND TO IDENTIFY OPPORTUNITIES FOR PROCEDURAL AND OPERATIONAL IMPROVEMENT. It is inappropriate for an audit firm to make recommendations on issues the firm will audit. Applicant need to check for any laws that may prohibit this.

OBJECTIVE 15

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Average Score 7/10

Strength:
There is an assurance that required data will be provided.

Weaknesses:
Although there is an assurance that data will be provided in "a timely manner", there is no indication that the student information system chosen by the charter school applicants is compatible with APSCN. There is also no assurance, and no process to insure, that student records are kept confidential and that access to student records will be restricted to only those persons with a need to have access to them.

OBJECTIVE 16

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please 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 charter school will be located,

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply 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. 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.

Average Score 6/10

(See additional comments on the actual proposed site review by the Facilities Department. The average score above is not reflective of the site review.)

Strength:
All items are addressed, including ADA and IDEA requirements.

Weaknesses:
There is an indication that this building is on the historical register, yet on page 20, it is described as "very modern", the information provided is inconsistent. Clarification is needed.

Given that the building has both library and media center facilities (p. 21-22), does the school need $225,000 in media services equipment in addition to $16,500 for supplies and materials and $19,600 for internet connection and Parent Resource Center?

Is the property in Dell that's being leased for $25,000 the 1st 2 years one in the same that has asbestos and needs attention? Can Charter ensure that these items will be completed before opening? Should these improvements be included in the budget? How long does the charter anticipate using modular buildings and what is the estimated cost of this? These expenses in the budget? Statement "facility will meet" (page 22), begs a question. It sounds like the facility is not IDEA ready right now. Are all entrances/exits and stage access ADA/IDEA compliant? Does this mean the Charter will incur both improvement expenses and lease expenses simultaneously? Check budget and clarify.

The Charter states that there are "kitchen facilities" at the school site. Will Charter make some type of accommodations for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and personnel?

Is the area around the proposed site free of businesses that may cause concern for safety of the children?

Site Report by Facilities Department

1. **Charter School**: Grace Academy

2. **Location**: 400 School Street, Dell, AR

3. **General Observations**: The facility examined was the old Dell School campus. It appears to be in very good condition. Ample parking is available. Access to the facility is easy.

4. **Academic Suitability**: The area appears to be more than adequate in regard to classroom and learning space for the proposed 260 students. The facility is tremendously oversized for the number of students. However, if the Charter School reaches its expected capacity in ten years the space will be quite suitable.

5. **ADA Accessibility**: No concerns were addressed.

6. **Life Safety Codes**: There appear to be two exits from each class room. Panic hardware was found on the interior doors. I am not sure if the fire system is operational.

7. **Conclusion and Recommendation**: This facility is deemed suitable to meet the educational needs of the Charter School Program.

It is the responsibility of the renter (applicant) to get a clearance from the lessee (building owner) that the facility to be utilized is free of problems with asbestos and lead based paint.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 5/10

Strengths:
Charter will be located in an old school building with Kitchen and Dining Facilities.

Charter School appears to have a current 501 (C) (3) designation by the IRS

Weaknesses:
A. Will conferences be optional or required? A full-time counselor may be vital to the success of target population of students. Can adjustments be made to have full-time counselor available?

B. How will charter meet the everyday needs of students? Who will be responsible for a student that has a headache, stomach ache, fever or has to take daily meds?

E. Charter will be located in Dell, AR. It is unlikely that staffing and vendors will be available. Charter expects and enrollment of 640, it is unrealistic for all children to be served in the two 30 minute scheduled lunch periods. Charter did not provide a vendor for meal service. Documented detail for planning appears to be lacking in the areas of transportation and food services.

F. The description of the provision of special education services is lacking in detail, and again utilizes the standard information supplied by many other applicants. The application does not indicate that the applicant is aware there are NO waivers for teachers in special education regarding licensure, and that "other staff personnel" might be used in this area. The budget information does not indicate the hiring of a full-time special education teacher.

G. No specific acceptable response regarding Alternative Education? How will Charter provide home instruction assistance or some other means for instruction?

H. It sounds as though Gifted and Talented will be incorporated into lessons. This information will need to be well documented via lesson plans or some other means. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

OBJECTIVE 18

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Average Score 6/10

Strength:
There is an enrollment agreement in which parents agree to a number of items regarding student behavior, dress, and attendance.

Weaknesses:
Although parents agree to items about behavior, dress, and attendance, the only input parents have into the policies, programs, or goals for the school is during parent conferences twice per year. The purpose of the Parent/Teacher Association is unclear. Though the selection of a mascot, and fund raising are important, the work of the PTA should not be limited to these areas. A more active, involved PTA, supported by a set of specific roles and responsibilities for members would have strengthened this section. How will charter accommodate the needs of parents who are unable to attend events/conferences?

OBJECTIVE 19

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that

the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. ***Does the application provide a brief description of the need for each waiver requested?***

Average Score 8.5/10

Weaknesses:
How will Charter make effort to abide by the intent of each of laws for which they are requesting a waiver? Will Charter have written contracts at all for teachers? Charter may need some type of written agreement with number of hours and other expectations.

Make sure specific curriculum requirements that Charter is electing to incorporate will be well documented via lesson plans or either Charter will need to have a process to document which frameworks, when, and how they were covered.

No mention of workforce education requirements for 7th and 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel-cosmetologist, welders, cashiers, doctors; however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurance regarding protection of students with background checks for visitors and contracted personnel.

OBJECTIVE 20

Does the application provide a written evaluation describing the potential impact of the proposed 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?

Average Score 8/10

Strength:
Use of current data, including no current desegregation orders, was used to establish that no significant impact on desegregation compliance would result from the approval of the application.

LEGAL COMMENTS

1.) p. 17, Application: The statement is made that faculty and staff members' children, employees of the GRACE Academy or the University School, and siblings of students will be eligible for "early registration" and given first option for enrollment. Such a requirement does not appear to comply with Arkansas law nor the admission policy articulated in the application's "Statement of Assurances".

2.) pp. 20-22: The application indicates that a vacant school building in Dell will be utilized as the school site. The statement is made that the facility will be compliant with the requirements of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA).

However, there is believed to be asbestos in the kitchen areas, and a couple of other issues (handicap access to the stage; modification of exit doors) which will have to be addressed in order to achieve compliance.

The facilities will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application.

Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

3.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department Rules Governing Standards for Accreditation:
The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>

- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning Support Services, Guidance Counseling, Counselor, Media Services and Nurse:

These waivers will not be permissible, as they concern Standards which are required by law (Ark. Code Ann. § 6-15-202 (b)(2)).

c.) ADE Rule Governing Minimum Schoolhouse Construction:

This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

d.) The waiver requested from the provisions of Ark. Code Ann. § 20-7-135, concerning the Body Mass Index results, cannot be granted as the Code section in question is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). See Ark. Code Ann. § 6-23-103 (1).

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 130/200

Documentation does not provide a salary schedule based on specific years of experience and how that would correlate with specific compensation.

Budget (page 60, line 25), salaries for 6 classroom positions $383,000

Budget (page 64), "Expenditures" "Teachers (9 x $33,000) = $315,000".

This section is internally inconsistent. $383,000 divided among 6 teachers is more than $63,000 each. $383,000 divided among 9 teachers is $42,500.

Nine teachers x $33,000 = $297,000, not $315,000.

There is a statement of salaries, but no salary schedule per se.

How will Charter communicate what responsibilities are of all parties-parents, teachers and students? This way accountability can be assigned for success or failures of the student.

Will all teachers provide instruction in all subjects? If so, teachers may need additional professional development time and funds.

Need additional information re "highly qualified". What are the requirements (years taught, degree, background check, minimum of number of references, substitution experience, 5 years experience working with children)? Sixty college hours are required for paraprofessionals and educational assistants.

Instructional aide is not in the budget worksheet, but listed in operating budget. There is no description for this position and for business manager.

Concern regarding 501(c) (3) being in another name than the one that's listed on the application.

Though the Charter Entity/Board/Director may partner with outside sources to assist with the charter programs, it needs to be clearly understood that the sole responsibilities for all areas of compliance are that of the Charter Entity/Board/Director. This cannot be delegated.

29 w/ cover

GREAT RIVER
ACADEMIC CENTER FOR EXCELLENCE, INC.
311 West Hale Avenue
P.O. Box 532
Osceola, Arkansas 72370

Telephone: (870) 563-5088
Facsimile: (870) 563-3430

Monday, November 27, 2006

Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

VIA EMAIL TO:
Mary.Brown@arkansas.gov

Re: Response to Department of Education's Evaluation of Open Enrollment Charter School Application for GRACE Academy

Dear Ms. Brown:

Attached please find Great River's response to the Department's evaluation of the application submitted for GRACE Academy.

On first glance at the evaluations, we were somewhat taken aback by the seemingly low scores and pages of "weaknesses" listed. Upon a deeper reading, however, we realize that the scoring system is somewhat arbitrary, specifically between our two applications where identical information received totally different scores. As for the listed "weaknesses," we assume that the Board will realize that when constrained by a 50-page application limit, no applicant could address the minute details requested by some of the evaluators – not even a 11/26/2006complete general overview of an air-tight "plan" for operating a public school.

We simply keep assuring ourselves after two years of the research, planning, sweat and tears of so many dedicated individuals, who otherwise would have never crossed paths, that the Board will not be influenced or hang its hat upon the comments or scores contained in the evaluations of the Department and that they will recognize not only the need for these charters, but that we complied with the requirements directed to us in making these applications to the Board.

Thank you for your assistance in this matter and please do not hesitate to contact me should you have any questions or wish to discuss this matter further.

Sincerely,

Catherine P. Dean
Vice President
Attorney at Law AR96034

RECEIVED
NOV 27 2006
CHARTER SCHOOL OFFICE

RESPONSE TO ARKANSAS DEPARTMENT OF EDUCATION OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION EVALUATION FOR GRACE ACADEMY

Comment: The Department states, "Concerned regarding 501(c)(3) Status for Universal."

Response: This must be an error. The application being evaluated was GRACE Academy, not The University School (to which we assume the evaluator was referring when he/she mentions "Universal.") The "eligible entity," however, is Great River Academic Center for Excellence, Inc., an Arkansas nonprofit corporation exempt from taxes under 501(c)(3) of the Internal Revenue Code, effective June 14, 2005. A copy of the IRS determination letter is attached to the application.

OBJECTIVE 1
Score: 6/10

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open enrollment charter school? Provide copies of any supporting evidence received.

Comment: The Department indicates that there should have been some sort of vote and/or minutes taken.

Response: No votes or minutes are required by statute, regulation or otherwise. Attendees were asked to sign in and the sign-in sheet is attached to the application at page 29.

Comment: There is a claim that pre-enrollment forms for 113 children exist, but no documentation is provided.

Response: There is no requirement that pre-enrollment forms must be produced. Great River maintains and will utilize this information for recruiting purposes once a charter is approved.

Comment: More documentation on Questions and Answers is needed. What information may have been disseminated and by whom? Was there any specific discussion concerning concrete planning for the school as well as specific timelines?

Response: There are no statutory or regulatory requirements regarding the content of the public hearing and no statutory or regulatory requirement that a reproduction of the content of hearing be produced.

OBJECTIVE 2
Score: 8/10

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

Comment: Attachment indicates letters sent to superintendents in surrounding districts, however there is no indication that the superintendent of the Buffalo Island Central School District was notified. Buffalo Island is contiguous to the Osceola School District.

Response: Buffalo Island is not contiguous to the Osceola School District. GRACE Academy will be located in the Gosnell School District. While Buffalo Island is technically contiguous to the Gosnell School District, the boundaries meet wholly inside a federal wildlife refuge known as Big Lake for 3 miles beginning at the Missouri state line running directly south. There are no permanent residents within this federal refuge and the area is flooded from early November through spring of each year. It is physically impossible to get from the Buffalo Island Central School District to the Gosnell School District without traveling through another school district, another state, or by canoe.

OBJECTIVE 3
Score: 4/10

Does the application describes the governing structure of the open-enrollment charter, 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.

Comment: The process for determining program consistency with school mission is unclear. Under Board Responsibilities, the board would consider programs "[a]s needed by the Administrator". Under Administrator Responsibilities, the Administrator would "[e]valuate and report to the Board which programs are the most consistent with the school's mission.

Response: The meaning of this comment is unclear and we are, therefore, unable to respond.

Comment: Although the board is charged with "[ensuring] legal and ethical integrity and accountability", the extent of that legal integrity is unclear. Will board members have individual legal responsibility, or will the board as a group bear responsibility for the actions of the school? Information provided is lacking in detail.

Response: The board members, individually, and the entity, as a whole, will be subject to the same legal liability as any corporate non-profit that is exempt from taxes under 501(c)(3) of the Internal Revenue Code. This comment calls for a legal opinion which is inappropriate in response to OBJECTIVE 3.

Comment: Parental responsibilities with regard to actual input and/or involvement in development of educational planning appear to be minimal. Student as well as community involvement is vague.

Response: As provided on pages 2 and 4 of the application, two of the positions on the board are reserved for parents. In addition, community leaders serve on various positions on the board. These roles directly involve the development and educational planning of the school. Student attendance, participation and community involvement is discussed on pages 12 and 13 of the application.

Comment: The role description for Financial Management is vague. The description is that the Board will ATTEMPT to maintain an individual with financial management expertise. A further description of the founding members of the Board includes an individual who is a financial manager and a parent who is the office manager of an accounting firm. Importance should be placed on employing an individual with actual book keeping experience and, preferably, with APSCN data entry knowledge.

Response: Great River chose the word "attempt" because it may not be possible to maintain an individual with financial management expertise to serve on the board at all times. In addition, Great River recognizes the binding nature of the terms of a charter between Great River and the State Board of Education. Therefore, if Great River were unable to maintain a financial management expert with actual bookkeeping experience to serve on the board, Great River would certainly maintain such an expert under hire. Obviously, preference would be given to an individual who had APSCN entry knowledge, but training is available so this should not be an issue of concern.

OBJECTIVE 4
Score: 6/10

Does the application give the mission statement for the proposed open-enrollment charter school?

Comment: There is little indication of the specific uniqueness of the educational experience.

Response: The mission statement is a concise statement of Great River's goals as well as the philosophy of achieving them. Great River has kept it simple so as not to lose focus. The details, which constitute the uniqueness, are contained in the application as a whole.

OBJECTIVE 5
Score: 7/10

Does the application provide a description of the educational need for the school?

Comment: Scores on norm-referenced tests are listed as indicative of the need for the charter school. However, no graphs or other information on these scores was presented.

Response: State Benchmark exams appear sufficient to demonstrate a concise statement of the education need for an alternative choice, such as GRACE Academy. The norm-referenced tests results, which can be found on the ADE website, are in line with the Benchmark exam results for this area.

Comment: There is no comparison with Buffalo Island Central, South Mississippi County or Manila School Districts. These districts are contiguous to the district which will house the proposed charter school.

Response: Again, it is impossible for any student residing in the Buffalo Island Central School District to travel to the Gosnell School District without traveling through another school district or the State of Missouri and, therefore, it is not anticipated that Buffalo Island Central will be affected. By way of supplementation, Great River produces the 2005/2006 Benchmark Results for Students Performing at or above Proficient for Manila and South Mississippi County, as well as Armorel, which were not included in the application.

2005/2006 Benchmark Results for Students Performing at or above Proficient:
Schools performing below state average are bolded and highlighted in gray:

GRADE 3	MATH	LITERACY
STATEWIDE AVG.	57%	67%
ARMOREL	82%	72%
MANILA	**53%**	**50%**
S. MISS. CO.	**44%**	**45%**

GRADE 4	MATH	LITERACY
STATEWIDE AVG.	60%	61%
ARMOREL	71%	85%
MANILA	**34%**	**44%**
S. MISS. CO.	**40%**	**43%**
GRADE 5	**MATH**	**LITERACY**
STATEWIDE AVG.	50%	56%
ARMOREL	**48%**	**48%**
MANILA	**32%**	**48%**
S. MISS. CO.	**25%**	**26%**
GRADE 6	**MATH**	**LITERACY**

STATEWIDE AVG.	57%	59%
ARMOREL	36%	54%
MANILA	44%	64%
S. MISS. CO.	47%	45%
GRADE 7	**MATH**	**LITERACY**
STATEWIDE AVG.	50%	53%
ARMOREL	31%	55%
MANILA	23%	45%
S. MISS. CO.	40%	41%
GRADE 3	**MATH**	**LITERACY**
STATEWIDE AVG.	44%	66%
ARMOREL	47%	68%
MANILA	27%	58%
S. MISS. CO.	29%	57%

OBJECTIVE 6
Score: 7.5/10

Does the application describe the educational program to be offered by the charter school?

Comment: It is difficult to determine the student/teacher ratios.

Response: The number of teachers will be determined by actual enrollment and the maximum number of teachers to students will remain in compliance with the standards.

Comment: There is no information specifically about Singapore Math or Saxon Math or why these programs were chosen.

Response: Great River's choices for the educational program were research-based.

Comment: The reliance on computer-based assessments is a big concern. The assessment process would be strengthened if Benchmark released items were more integral to the process.

Response: While Great River appreciates the evaluator's opinion and "concern" for computer-based assessments, we have determined because computer-based assessments are already in a format to determine trends and map back to the frameworks that this process will be most useful. As for the Benchmark released items, Great River would rather concentrate on teaching the content rather than teaching the test.

Comment: There is little indication that these programs are especially applicable to the targeted group of students, and that they are applicable to the entire k-8 span.

Response: This information must have been overlooked by the evaluator. Please see application pages 6 – 8 which provides the peer review research requested.

Comment: There is a great deal of information on specific programs, but the manner in which the programs are integrated into a full curriculum is sparse. How do these programs work together to prepare students for high school and the rigors of those classes? The Accelerated Schools concept seems to be on reading vocabulary and oral fluency rather than on reading comprehension. The curriculum should be sensitive to the needs of middle school students as well as the elementary students.

Response: Great River thoroughly reviewed the research-based components of the programs chosen and is perplexed by the comment.

OBJECTIVE 7
Score: 6/10

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Comment: A major area of concern is the Charter's reliance on Northwest Evaluation Associates for computer-based assessments, and those from PLATO. The tailoring of individual curriculum goals should draw from the combined experience of the parent, child, teacher, and support staff. The reliance on computer-based, remotely scored assessments is a concern.

Response: The Department should be aware of the number of districts already utilizing NWEA. Again, while Great River appreciates the evaluator's opinion and "concern" for computer-based assessments, we have determined that because computer-based assessments are already in a format to determine trends and map back to the frameworks that this process will be most useful. .

Comment: The use of Benchmark release items should form a large part of the assessment process, yet this assessment strategy is lacking in the application.

Response: As for the Benchmark released items, Great River would rather concentrate on teaching the content rather than teaching the test.

Comment: The documentation does not appear to list specific year-by-year goals or progression rates for students.

Response: This must have been overlooked by the evaluator. See page 13 of the application where Great River states as follows: "During the first three years of operation, the goal will be to have 20% of students within each subgroup who score at basic or below basic level advance to at least the proficient level each year."

OBJECTIVE 8
Score: 5/10

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Comment: No process for assuring ongoing, daily alignment between curriculum and Arkansas Frameworks. The reliance upon PLATO and Core Knowledge is a concern, and the applicant's failure to provide even an assurance that Saxon Math and Singapore Math are aligned with the Frameworks is an even greater concern.

Response: The frameworks are not modified on a daily basis and there is no need to assess the alignment between curriculum and the frameworks on a daily basis. One of the reasons Great River chose PLATO and Core Knowledge is that they are already aligned to the Arkansas Frameworks and that is a continuing and ongoing process. Saxon and Singapore Math are methods and the curriculum will be reviewed on a regular basis to insure that it is aligned to the frameworks.

Comment: Documentation appears to contradict OBJECTIVE #6, stating here that the curriculum will rely mainly on Core Knowledge and Plato. Would like to see more detail of how the proposed curriculum will be aligned with the frameworks. Charter includes statements that somewhat support the fact that the curriculum will be aligned, it is imperative that Charter clearly understand what aligning the curriculum really means and is not just depending on these online entities to do it for them.

Response: See Response immediately above.

Comment: Charter should explain the process they would use to align the curriculum if there was no entity or tell how they will ensure that it is done. Staff development will be critical to ensure teachers are able to teach the aligned curriculum. What are the staff development expectations for staff? Social Studies and Science frameworks are being reviewed. Charter will need to be aware of the changes. Who will be assigned this responsibility? How will they do it?

Response: See Response immediately above.

Comment: Frameworks requirements are different for each grade and course. How will charter ensure that frameworks are not "left out" or "looked over"?

Response: See Response immediately above.

OBJECTIVE 9
Score: 8/10

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Comment: A Wall Street Journal article is referenced as an attachment, but is not included in the application. Again, Buffalo Island Central School District is not included in the comparison.

Response: Because of the required page limits, the Wall Street Journal article referred to was omitted at the last minute. Otherwise, our application would have been rejected. The article is attached hereto as an Exhibit. **Please note that since the article was written, even Harry Whitted, an Osceola City Councilman, who was previously quoted in the article as opposed to the Osceola charter school initiative, has changed his position and voted for a proposed plan for the City of Osceola to partner with this applicant to purchase a bus to transport students back and forth to GRACE Academy (addressed in more detail below under OBJECTIVE 17).** Again, it is not anticipated that Buffalo Island Central School District will be affected by this proposed charter school for the reasons stated hereinabove.

OBJECTIVE 10
Score: 8/10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools. B. School District Goals. Number 2.)

Comment: An explanation of policies and programs, and an opportunity for questions and answers from the attendees was not included in the items to be covered during the public meeting.

Response: Attendees at the public hearing will be allowed to ask questions and make comments regarding the annual report.

Comment: Is the report going to be provided in writing or verbally? Will academic progress be reported in some shape form or fashion to parents weekly, bi-weekly or quarterly in the newsletter or only at the end of the reporting period?

Response: As indicated in the application at page 16, an annual report will be distributed and made available to the public through the local newspaper. This will require that the report be written. The annual report will, by definition, be made

annually.

Comment: Would like to see consistent, thorough immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties (parents, students, teachers, community) should be involved, and Charter should institute a level of accountability to assign responsibility to each party.

Response: This comment is non-responsive to OBJECTIVE 10.

OBJECTIVE 11
Score: 8.5/10

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Comment: What are the provisions for students that have been expelled from another school district?

Response: As stated in the application at page 17, and pursuant to A.C.A. 6-23-306, the charter may provide for the exclusion of a student who has been expelled from another public school district.

Comment: A description of how the weighted lottery will be implemented is needed.

Response: In the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, the applicant will implement a weighted lottery, as provided by A.C.A. 6-23-306, to insure compliance with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, and the equal protection clause of the Fourteenth Amendment to the United States Constitution with regard to protected classes.

OBJECTIVE 12
Score: 5.5/10

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Comment: The application indicates that the school would like to be waived from the requirement for licensure in order to teach. There is no description of who would be a

"highly qualified individual."

Response: Examples of highly qualified individuals would include a symphony conductor teaching music, a college professor teaching English, a CPA teaching financial planning, etc.

Comment: The application seeks waivers for laws related to Teacher Fair Dismissal and School Fair Hearing Act, along with waivers from other laws and Standards.

Response: Correct.

Comment: The employment of a maximum of two teachers for each of the grades K-8 may conflict with budgeted expenses for 9 teachers. The low numbers of teachers is especially troubling as the teachers would need to have a great deal of generalized knowledge as well as an aptitude for teaching. There is no indication of the minimum qualifications for a non-certified person to be otherwise qualified. This is an area of concern.

Response: Great River's budget attached to the application for Year One was calculated based on 214 students, and, therefore, budgeted for 9 teachers. This teacher/student ratio is in compliance.

Comment: Children from this background and of this age often experience problems that deal with psychological/emotional issues. Counseling services may be critical. Also who will be responsible for the testing? Teachers may need additional PD.

Response: This comment is somewhat offensive and opinion-driven. The characterization of students in the Delta as "often experience problems that deal with psychological/emotional issues" is unnecessary. If counseling services are critical, they will be addressed, and the budget has a built-in carry-over which may be used if necessary.

Comment: Class ratios with 6 teachers and 214 students will make Charter be out of compliance with Standards. Charter shows 6 teachers in the budget (page 60), but on page 18 shows 18 teachers. Clarification is needed.

Response: The budget attached to the application contains a typographical error at page 60, line 24, and the template used to calculate those totals contained an error as well. A corrected Budget is attached hereto as an Exhibit. During Year One, Great River anticipates enrollment of 214 students and will have nine teachers and four facilitators on the payroll as regular classroom instruction salaries. Great River will remain in compliance with Standards.

OBJECTIVE 13
Score: 5/10

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Comment: There is no real information on how Apple Power School will interface with APSCN SIS.

Response: Apple Power School is required by Walton Family Foundation for all charter schools they fund, and they have previously funded this charter school. Great River will utilize a data crosswalk, or bridge, which will convert the data into a format which can be read, interpreted and utilized by APSCAN.

Comment: The board delegates the responsibility for purchases over $2,000 to the administrator, yet earlier in the application, the Board itself is charged with ensuring proper financial controls are in place. This seems to be internally inconsistent.

Response: At page 19 of the application, the administrator is required to get approval from the finance committee for purchases over $2,000.00. This is not internally inconsistent with the Board's responsibility to ensure proper financial controls are in place. If the need arises to adjust this procedure, the corporate bylaws can be amended.

Comment: "Parent volunteers will also be utilized", but does not clarify what this means.

Response: Parent volunteers will be used for miscellaneous duties such as photocopying, posting, couriering, etc. The constraints of a 50-page application simply does not allow for expanding upon these minute details.

Comment: The administrator prepares the budget for submission to the Board unless there is no administrator, in which case a Finance Committee prepares the budget. Where did the Finance Committee come [from]? Although a Chairman of the Finance Committee is identified on age 2, the rest of the committee goes unnamed, and the process for selecting committee members is not identified.

Response: The finance committee is a standing committee provided by the bylaws of the corporation (eligible entity), which also provides for the selection of board members and committee members. The finance committee prepared the budget which is attached to the application – there being no need for an administrator until such time as a charter has been approved.

Comments from Finance Department: The application states the Academy will implement the "student information system licensed from Apple for PowerSchool". It further states "the information contained in the SIS will be readily available for different

types of reporting." The application is missing any reference to the use of, or interface with, APSCN.

Response: Again, the Walton Family Foundation requires the use of Apple Power School for all charters which they fund. Great River will utilize a data crosswalk, or bridge, which will convert the data into a format which can be read by APSCAN.

Comment: The application set deadlines for the completion of the budget, and submitting the budget to the Board. These deadlines are not realistic based on state reporting timelines.

Response: The fiscal year begins July 1 each year. Great River, as a nonprofit corporation, public charity, cannot leave itself at risk by failing to have a legal budget by this time, even if it is an estimation/working budget based on projected enrollment, until such time as an official budget may be approved and adopted.

OBJECTIVE 14
Score: 5/10

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Comment: Will there be any individual site visits? Who would perform these? How often will these take place? Will there be some type of report presented to the Board? Response is not a description of how the audit will be done

Response: Audits will be preformed by an accounting firm to ensure compliance with regulations and laws. Audit findings will be reported back to the board. The audit firm will be the expert and will determine the number and need for site visits.

Comments from Finance Department: The application states an audit firm will be hired to write an audit program to form a basis for an opinion on the material accuracy of the financial statements, AND TO IDENTIFY OPPORTUNITIES FOR PROCEDURAL AND OPERATIONAL IMPROVEMENT. It is inappropriate for an audit firm to make recommendations on issues the firm will audit. Charter needs to check for any laws prohibiting this.

Response: Understood, but a management letter is required that addresses "deficiencies" which could be interpreted as recommendations for improvement. Great River in no way meant that the audit firm would be advising the school on operational improvements outside the scope of the management letter.

OBJECTIVE 15
Score: 7/10

Does the application provide a statement that the charter school will participate in the

Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Comment: Although there is an assurance that data will be provided in "a timely manner" there is no indication that the Apple PowerSchool web-based student information system is compatible with APSCN. There is no assurance that student records will be kept confidential or that access to those records will be only persons who need to have such access.

Response: Again, the Walton Family Foundation requires the use of Apple PowerSchool for all schools which they fund. Great River will meet the requirements for reporting and maintaining confidentiality of records. Great River will utilize a data crosswalk that will interface with APSCN.

OBJECTIVE 16
Score: 6/10

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. If the facility to be used for the school ;s a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please identify the owner(s) of the proposed facility and describe their relations/lip, if any, with:

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

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA)and a// other state and federal laws. If the facility does not currently meet these requirement, provide a list of Items that will need to be addressed to bring the facility into compliance.

Comment: There is an indication that this building is on the historical register, yet on page 20, it is described as "very modern", the information provided is inconsistent.

Clarification is needed.

Response: Our technical mistake. The building is not on the historic registry.
Comment: Is the property in Dell that is being leased for $25,000 the 1" 2 years one in the same that has asbestos and needs attention? Can charter ensure that these items will be completed before opening? Should these improvements be included in the budget? How long does the charter anticipate using modular buildings and what is the estimated cost of this? These expenses in the budget? Statement "facility will meet" (page 22), begs a question. It sounds like the facility is not IDEA ready right now. Are all entrances/exits and stage access ADA/IDEA compliant? Does this mean the Charter will incur both improvement expenses and lease expenses simultaneously? Check budget and clarify.

Response: The City of Dell, per the lease, will spend the lease proceeds for any upkeep, maintenance and renovations required. Obviously, the applicant will not receive a Certificate of Occupancy from the City until such time as these repairs have been made. It is not necessary to include these expenses in the budget. Great River does not intend to utilize modular buildings. The Charter will not incur both improvement expenses and lease expenses simultaneously.

Comment: The Charter stats that there are "kitchen facilities" at the school site. Will Charter make some type of accommodation for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and personnel?

Response: This information is not required by OBJECTIVE 16.

Comment: Is the area around the proposed site free from businesses that may cause concern for safety of the children?

Response: Yes, of course.

OBJECTIVE 17
Score: 5/10

Does the application describe the manner in which the school will make provisions for the (allowing student services)?

A) *Guidance Program*
B) Health Services
C) Media Center
D) Transportation
£) *Food Services*
F) *Special Education*
G) *Alternative Education*
H) Gifted and Talented Program Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot *waive the responsibility of providing services for*

students with disabilities.

Comment: Will conferences be optional or required? How often? How will the emotional needs of students be addressed? Who will be responsible for testing or other academic duties that pertain to career guidance?

Response: Great River requested a waiver from Standard XI Support Services – 16.01 at page 22. Conferences will be required as part of the parental agreement. The emotional needs of the students will be addressed on an "as needed" basis, depending upon enrollment, and those responsible for testing or other academic duties that pertain to career guidance are explained as well at page 22 of the application.

Comment: How will charter meet the everyday needs of students? What if student has a headache, stomach ache, or has to take daily medications?

Response: The parents and/or guardian will be responsible for the everyday needs of students, including those with headaches or stomach aches. A member of the staff will be designated and trained for the administration of daily medications.

Comment: Charter will be located in Dell, AR It is unlikely that staffing and vendors will be available. Charter expects and enrollment of 640, it is unrealistic for all children to be served in the two 30 minute scheduled lunch periods. Charter did not provide a vendor for meal service. Document detail for planning appears to be lacking the areas of transportation and food services.

Response: Vendors are available that will meet the Child Nutrition Program – even for Dell, AR. * **Transportation: Although transportation is not required, since the filing deadline for the application of October 2, 2006, Great River has designed a plan wherein the City of Osceola and the City of Blytheville will each purchase a bus which will then be leased back to Great River. The plan was presented to the Osceola City Council on Monday, November 20 and the Blytheville City Counsel on Tuesday, November 21. Both councils voted (Osceola – unanimous) (Blytheville 5 - 1). The buses will be used by Great River to transport children first who qualify for free or reduced lunch, then on a first-come/first-serve basis to others. The cities would be allowed to use the buses for public transportation purposes and/or charter when not being used by Great River. The entities will share their respective expenses for fuel, salaries, maintenance and insurance.**

Comment: The description of the provision of special education services is lacking in detail, and again utilizes the standard information supplied by many other applicants. The application does not indicate that the applicant is aware there are NO waivers for teachers in special education required licensure, and that "other staff personnel" might be used in this area. The budget information does not indicating the hiring of a full-time special education teacher.

Response: For purposes of further clarification: Great River hereby acknowledges and understands that the requirement for licensure for teachers for special education CANNOT BE WAIVED. Special education needs will be determined upon actual enrollment. The budget contains a carry-over that may be used for such matters as special education, if needed.

Comment: No specific acceptable response regarding Alternative Education? How will Charter provide home instruction assistance or some other means for instruction.

Response: Home instruction is not a form of alternative education.

Comment: It sounds as though Gifted and Talented will be incorporated into lessons. This information will need to be well documented via lesson plans or some other means. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

Response: Great River requested a waiver from Gifted and Talented in this specific section of the application at page 24.

OBJECTIVE 18
Score: 6/10

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Comment: Although parents agree to items about behavior, dress, and attendance, the only input parents have into the policies, programs, or goals for the school is during parent conferences twice per year. The purpose of the Parent/Teacher Association is unclear. The selection of a mascot and fund raising are important, however, the work of the PTA should not be limited to these areas. A more active, involved PTA, supported by a set of specific roles and responsibilities for members would have strengthened this section.

Response: While we appreciate the opinion of the evaluator regarding an active PTA, supported by a set of specific roles and responsibilities, Great River has chosen to involve its parents through a parental agreement, utilizing parental volunteers, and appointing parents to serve on the school board, as methods of involving the parents in a partnership with the school.

Comment: How will charter accommodate the needs of parents who are not available for events/conferences?

Response: Great River will not accommodate parents unavailable for events. Parents unable to attend conferences such as the Parent Teacher conference will be able to schedule alternative methods for obtaining information such as phone conference,

alternative time, or email. Other such decisions will be taken under advisement and will require some effort by the parents.

OBJECTIVE 19
Score: 8.5/10

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. Does the application provide a brief description of the need for each waiver requested?

Comment: How will charter make effort to abide by the intent of each of laws for which they are requesting a waiver? Will Charter have written contracts for teachers? Charter may need some type of written agreement with number of hours and other expectations.

Response: Great River, of course, will require a written contract for all employees, for the sake of protecting the corporation and its board.

Comment: Make sure specific curriculum requirements that Charter is electing to incorporate will be well documented via lesson plans or either Charter will need to have a process to document which frameworks, when and how, they were covered.

Response: Curriculum will be documented.

Comment: No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel, cosmetologist, welders, cashiers, doctors; however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurances regarding protection of students with background checks for visiting and contracted personnel.

Response: Appropriate background checks will be provided or personnel who have contact with students.

OBJECTIVE 20
Score: 8/10

Does the application provide a written evaluation describing the potential impact of the proposed 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?

No negative comments. (Why score only 8/10?).

LEGAL COMMENTS:

Comment: Pp.29-31: The applicant indicates a vacant school building in Burdette will be utilized as the school site. The statement is made that the facility will be compliant with the requirements of the Americans with Disabilities Act(ADA) and the Individuals with Disabilities in Education Act (IDEA). However, there is believed to be asbestos in the kitchen area, and a couple of other issues (handicap access to the stage; modification of exit doors) which will have to be addressed in order to achieve compliance.

Response: Correct. The applicant is aware that it will have to obtain a certificate of occupancy from the City prior to operation.

Comment: The facilities will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application.

Response: Correct. This occurred twice – once last year during the application process and again this year.

Comment: Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

Response: Understood.

Comment: Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation: The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.

- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning; Support Services, Guidance Counseling, Counselor, Media Services and Nurse:

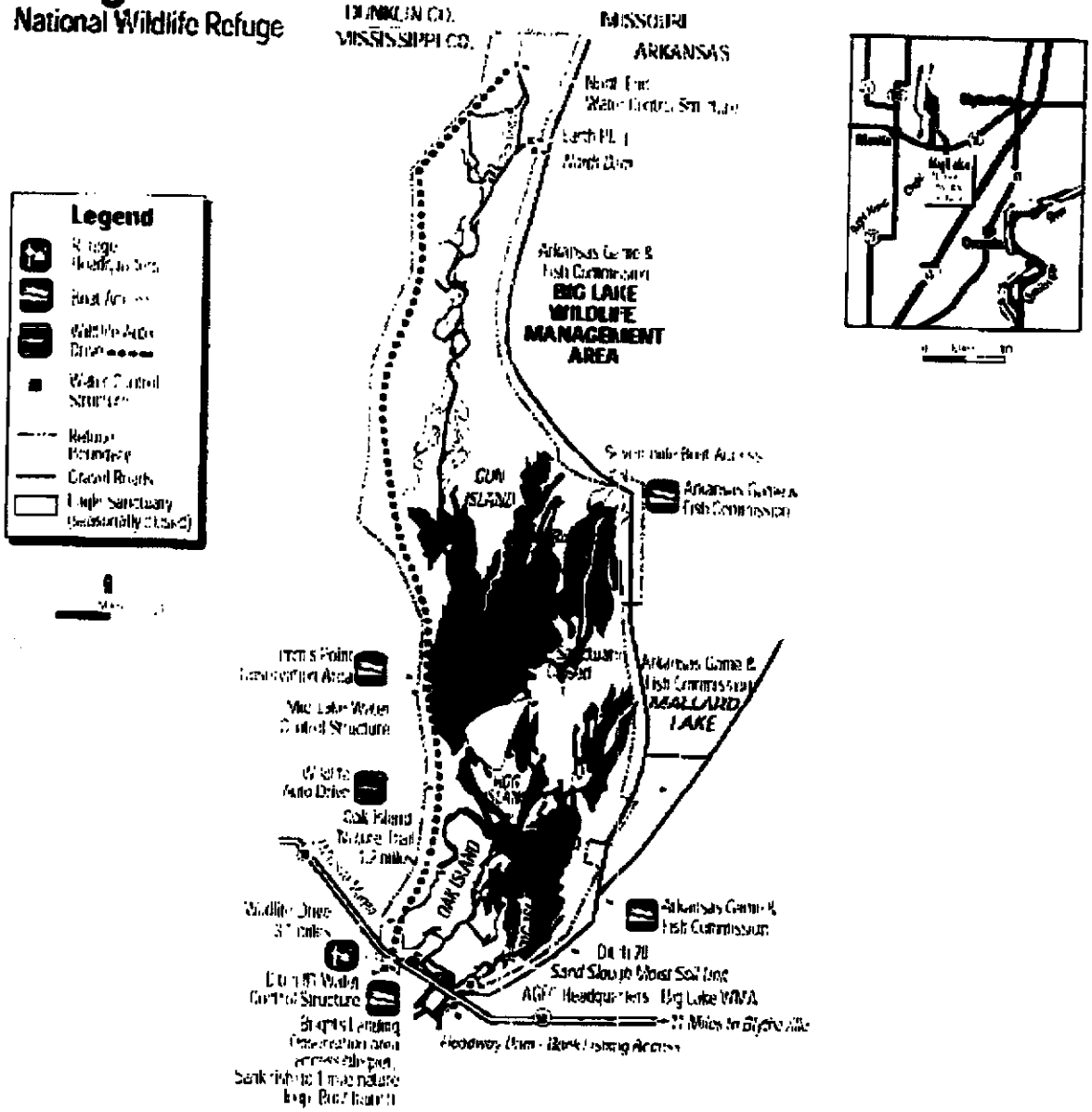
These waivers will not be permissible, as they concern Standards which are required by law (Ark. Code Ann.§ 6-15-202 (b)(2)).

Response: First of all, according to A.C.A. § 6-23.103, "charter" is defined as "a performance-based contract for an initial five-year period that ... authorizes the creation and conditional operation of an open-enrollment charter school, *which exempts the charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of § 6-1-101 et seq. specified in the contract.*" [emphasis added]. Second, A.C.A. § 6-23-302(c)(4) requires that the application for an open enrollment charter school "list the specific provisions of § 6-1-101 et seq. and the specific rules and regulations promulgated by the state board from which the open-enrollment charter school seeks to be exempted." As exclusions, however, A.C.A. § 6-23-401(b)(1)-(6) provides that "an open-enrollment charter school is subject to any prohibition, restriction, or requirement imposed by this title and any rule and regulation promulgated by the State Board of Education under this title relating to: (1) Monitoring compliance with this chapter, as determined by the director; (2) Public school accountability under this title; (3) High school graduation requirements as established by the state board; (4) Special education programs as provided by this title; (5) Conducting criminal background checks for employees as provided in this title; and (6) Health and safety codes as established by the state board and local governmental entities." Considering this statutory scheme, as a whole, it is apparent that the legislature intends for waivers to be allowed for any provision contained under Title 6 of the Arkansas Code Annotated, in addition to any and all regulations promulgated by the Department as a requirement thereof, which are not specifically enumerated by A.C.A. § 6-23-401(b)(1)-(6). In addition, the Board has interpreted the statutory scheme to provide for these waivers in the past, and to fail to do so at present results in an arbitrary and capricious application of the statutory scheme, thereby denying the right of certain individuals the benefit of an alternative educational program to which they are entitled.

Comment: ADE Rule Governing Minimum Schoolhouse Construction: This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

Response: Correct. A.C.A. § 6-20-1406 was repealed as of the effective date of the Public School Academic Facility Manual as adopted by the Commission for Public School Academic Facilities and Transportation. Great River requests a waiver from the manual concerning the construction standards contained therein.

Big Lake
National Wildlife Refuge



Located in Mississippi County, AR, 18 miles west of the Mississippi River.

The refuge headquarters is located 2.5 miles east of Manila on Highway 18 and 15 miles west of Blytheville. The refuge is open year-round for daylight use only. Occasionally portions of the refuge may be closed due to flooding. Persons planning a visit to Big Lake National Wildlife Refuge should contact the headquarters at 870-564-2429 for the latest conditions.

THE WALL STREET JOURNAL. ONLINE

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February 1, 2006

PAGE ONE

Making the Grade

As Detroit Slashes Car Jobs, Southern Towns Pick Up Slack

Overseas Firms Pour In Seeking Commitment to Education And High-Skill Workers

Osceola's Charter-School Spat

By NORIHIKO SHIROUZU
Staff Reporter of THE WALL STREET JOURNAL
February 1, 2006; Page A1

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SOUTHERN SHIFT

• Graphic:[1] How expansion of foreign car makers such as Toyota and cutbacks by Ford and GM are redrawing the map of the U.S. auto industry.

OSCEOLA, Ark. – Long-time industrial strongholds such as Michigan are losing manufacturing jobs as the U.S.'s auto industry struggles to compete. But massive job cuts by Detroit have overshadowed an important change in U.S. manufacturing. Asian and European auto companies, looking for skilled workers to make complex products, have created nearly enough new jobs in the U.S. to make up the difference.

This small city of about 9,000, set amid soybean and cotton fields on the west bank of the Mississippi, is one place that has benefited. In 2003, Osceola persuaded Denso Corp., an affiliate of Toyota Motor Corp., to locate a new plant in town producing car air-conditioning and heating systems. The usual bevy of financial incentives helped, but for Denso, there was a clinching factor: Osceola's efforts to improve local education by creating a charter school.

Jerry McGuire

Denso "saw that the linkage between industry and education was very, very strong," says Denso's Osceola plant manager, Jerry McGuire, who was part of his company's selection team. "We got the strong feeling that in Osceola, education was being integrated with industry."

The new jobs buoying the U.S. manufacturing sector require that workers have a decent education. It is the towns that understand this new math that are winning the work. Employees need skills to operate and maintain complex, computer-controlled machinery.

Top-tier automotive suppliers such as Denso, Robert Bosch GmbH and Delphi Corp. use similar equipment and techniques to make competing products. The difference between them, therefore, often comes down to whose workers can produce the most goods at the highest quality. "It takes a deeper understanding than just pushing the red and green buttons to start and shut off those machines," Mr. McGuire says.

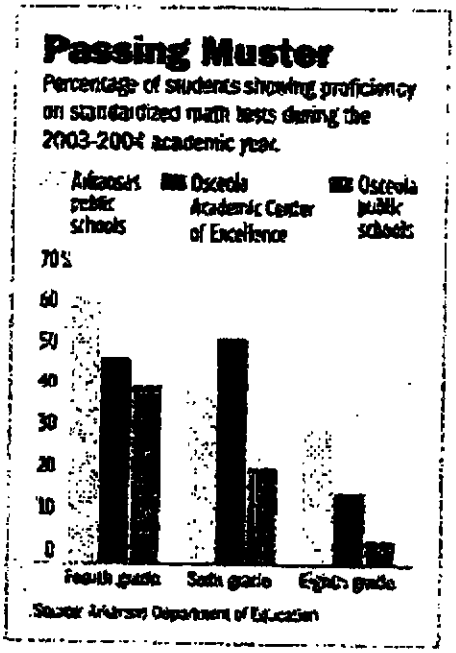
Dan Gaudette, Nissan Motor Co.'s North American manufacturing chief, says it is hard to find highly skilled

workers in Tennessee and Mississippi, where it produces cars and trucks. "That's why education is critical," he says. To cope, Nissan runs after-school programs to help students familiarize themselves with robotics.

The plants built by Asian and European companies produce complex products or auto parts that are too expensive to ship to the U.S. for assembly. They have helped sustain U.S. auto-manufacturing employment at about one million workers. That is roughly the same as in 1990, despite the loss of tens of thousands of jobs at **General Motors** Corp., **Ford Motor** Co., **DaimlerChrysler** AG's Chrysler unit and some of their big suppliers. That total doesn't include recently announced future job cuts.

Denso's top executives say they expect to expand their work force to meet demand from Toyota and other Asian auto makers flocking to southern states. Currently at 380, Denso's work force in Osceola could increase to more than 3,000, company executives say.

Denso executives know Osceola still faces big challenges in improving its education but say they were attracted by the town's commitment to tackling its problems. The charter-school plan succeeded only after big compromises and a rancorous debate featuring accusations of racism. Even now, test scores both at the charter school and other public schools tend to plummet after sixth grade.



Toyota truck affiliate Hino Motors Ltd. recently picked Marion, Ark., 45 miles south of Osceola, to make axles for pick-up trucks. Plant manager Makoto Arakawa, like his Denso counterpart, has found it hard to recruit experienced repair and maintenance workers from northeastern Arkansas.

"More often than not the best talent we can find in job candidates are technicians with experience in fixing machines at, say, bakeries," Mr. Arakawa says. "They come to us with a lot of confidence -- misguided confidence -- that they can hack it at an automotive factory."

Osceola was featured in Mark Twain's "Life on the Mississippi" under the name Plum Point. Since then, it has taken some hard knocks from globalization. Farms that sustained the economy faltered as overseas competition undermined cotton and soybean prices. Textile and other factories took up the slack, bringing an economic boom to the community in the mid-1980s. But in 2001, the town's big Fruit of the Loom plant shut as the company dropped unprofitable lines of business.

Efforts to replace the jobs failed. Even Osceola's low wages couldn't compete with those in Latin America and Asia.

"Our community was in crisis," recalled Osceola Mayor Dickie Kennemore as he drove past the dilapidated shell of the Fruit of the Loom factory. "We almost hit that point of no return."

To some, Osceola's problem was obvious. Steven Brothers, a native of Osceola and a 1984 graduate of Osceola High School, runs the **American Greetings** Corp. plant in town and employs 1,300 workers. He says he had trouble filling jobs because most candidates lacked math and reading proficiency -- "like your basic multiplication and division." Students in the district scored well-below the state average on standardized tests.

In 1997, the Osceola school district was officially designated by the state board of education as being in "academic distress." If it didn't show improvement, the state could take over the Osceola public-school system. The poor schools made it hard for local companies to recruit workers or executives with school-age children.

Mr. Brothers started a program to allow Osceola school students to tour American Greetings's facilities to see what possibilities lay open to them. He encouraged plant managers to mentor students in reading and was narrowly defeated when he ran for a seat on Osceola's board of education.

In the late 1990s, he and other local industrialists formed a Plant Manager Roundtable, part of the Chamber of Commerce. They began discussing possible solutions with public-school administrators and Mayor Kennemore, such as after-school reading and mentoring programs aligning school curricula more in line with practical industry needs, but little came of the effort.

Mayor Kennemore, Mr. Brothers and other local citizens saw an opportunity in 1999 when Arkansas Gov. Mike Huckabee signed legislation to fund a dozen charter schools in the state. The Osceola leaders came up with a plan to open their own charter school. It would operate outside the town's school system but with public funds. The curriculum would be designed to unite education with needs of industry, such as an emphasis on practical math skills and a work ethic that included punctuality.

The initiative touched off a fierce fight. At one public hearing in late 1999, teachers, preachers and citizens said the charter school would siphon money and teachers from existing schools. Critics also argued that the proposal was aimed at educating white children in a quasi private-school setting at taxpayer expense. Roughly 80% of public-school students in Osceola are African-American.

"It was racist and it still is," says Harry Whitted, a black community leader and city councilman who had two school-age daughters at the time.

Messrs. Kennemore and Brothers say they always intended the school to be half white and half black. The mayor didn't help his case the first time he briefed the community on the charter-school plan. He held the gathering at what was then an all-white country club.

"Looking back, the country club probably wasn't the best place to hold this meeting," the mayor says now.

A divided Osceola school board voted down the proposal, as did the state board of education. Its proponents didn't give up, and in the fall of 2000, weary combatants on both sides agreed to a compromise: The new school would be under the authority of the local school district, which would set up its curriculum and admissions policies. The charter proponents would get to sit on an advisory board.

The charter school opened in the summer of 2002 as the Academic Center of Excellence. Its student body is roughly half white and half African-American. In the 2003-2004 school year, 41% of sixth graders were proficient in reading and 54% were proficient in math. Both scores were near or above state average, a big improvement over city schools' previous performance.

In some charter-school grades "we are beating some of the lily white schools in the state," Mayor Kennemore declares.

Denso came knocking on Osceola's door that year as part of a survey of potential locations in the South. It was combing more than two dozen sites in Tennessee, Mississippi and Arkansas. Denso wanted to be close to Toyota plants in Texas and southern Indiana and a Honda plant in Alabama. Like many other Asian auto companies, it also liked the relatively weak hold of unions in the South.

Osceola and the state of Arkansas offered a number of financial incentives. They gave Denso property to build on as well as big discounts on utility rates and promises to improve roads and other infrastructure.

The charter school was one of the first places in town Mayor Kennemore and Mississippi County officials took the Denso search team. The team also met with American Greetings's Mr. Brothers, who is now head of the town's board of education, and other representatives from local industry.

Repeatedly, town representatives told Denso's Mr. McGuire about the lengths to which they had gone to realize the charter school. "It was that aggressiveness that really impressed us," Mr. McGuire says.

In July 2003, Denso agreed to build its new factory in Osceola and it began hiring the following year. Of the 380 employees at the plant, an overwhelming majority come from Osceola or the surrounding area.

Since then, Arkansas has made further efforts to improve its work force. Last year, U.S. Secretary of Labor Elaine Chao presented a $5.9 million grant to the state to help build an automotive-training center in northeastern Arkansas. It would address a shortage of workers in robotics, advanced welding and computer-controlled machining.

Denso itself has become more involved in efforts to expand local education and training opportunities. With its help, Mississippi County is gearing up to offer a program that offers college-level technical and occupational courses to high-school students. The idea came from a program created by the economic-development agency of Battle Creek, Mich., where Denso also produces air-conditioning and heating systems. Osceola officials visited in 2004 to take a look at Battle Creek's program.

Osceola's school district has continued to struggle, however, even though test scores have improved. During the 2003-2004 school year, only 22% of public-school sixth graders were proficient in reading and only 23% were proficient in math. The scores were well below state average of 42% and 41%, respectively.

Academic performance for many students slumps after the sixth grade "and then students' performance stays low thereafter," Mr. McGuire says. In 2004, Denso launched a mentoring program for these students to try and overcome the problem.

Mr. McGuire says Denso encountered bad schools throughout the South. "So it became an issue and we thought: Is there a future here? Are they doing things that are going to drive them forward? Do they have that commitment to it? We saw that continuously in Osceola."

Write to Norihiko Shirouzu at norihiko.shirouzu@wsj.com[2]

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(2) mailto:norihiko.shirouzu@wsj.com

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Charter School Application
Budget Worksheet

Directions: Fill in the budget expenses under the "Amount" heading. The "Total" column will calculate automatically

Lines	Revenues	Amount	Total
1	Estimated State Charter School Aid:		
2	No. of Students (214) x $5,662.00		
3	Total State Charter School Aid		$1,211,668.00
4			
5	Other Sources of Revenues:		
6	Contributions - Rent	$25,000.00	
7	Grants		
8	Gifts		
	Other Federal & State Aid		
	(per attached schedule)	$151,688.00	
9	Federal School Lunch Program	$85,493.00	
10	Total Other Sources of Revenues		$262,181.00
11			
12	**TOTAL REVENUES**		$1,473,849.00
13			
14	**Expenditures**	Amount	Total
15			
16	Administration:		
17	Salaries: *(No. of Positions 1)*	$55,000.00	
18	Fringe Benefits	$15,400.00	
19	Purchased Services	$20,000.00	
20	Supplies and Materials		
21	Equipment		
22	Other (Describe)		
23			$90,400.00
24	Regular Classroom Instruction:		
25	Salaries: *(No. of Positions 13 (9 teachers, 4 facilitators))*	$383,000.00	
26	Fringe Benefits	$107,240.00	
27	Purchased Services		
28	Supplies and Materials	$153,250.00	
29	Equipment		
	Other - Student Testing, Staff Development,		
30	Travel, Conferences & Student Activities	$62,750.00	$706,240.00
31			
32	Special Education:		
33	Salaries: *(No. of Positions)*		
34	Fringe Benefits		
35	Purchased Services	$12,000.00	
36	Supplies and Materials	$3,000.00	
37	Equipment		
38	Other *(Describe)*		$15,000.00

39			
40	Gifted and Talented Program:		
41	Salaries: *(No. of Positions ___)*		
42	Fringe Benefits		
43	Purchased Services		
44	Supplies and Materials		
45	Equipment		
46	Other *(Describe)*		
47			$0.00
48	Alternative Education Program:		
49	Salaries: *(No. of Positions ___)*		
50	Fringe Benefits		
51	Purchased Services		
52	Supplies and Materials		
53	Equipment		
54	Other *(Describe)*		
55			$0.00
56	Guidance Services:		
57	Salaries: *(No. of Positions .5)*	$22,500.00	
58	Fringe Benefits	$6,300.00	
59	Purchased Services		
60	Supplies and Materials		
61	Equipment		
62	Other *(Describe)*		
63			$28,800.00
64	Health Services:		
65	Salaries: *(No. of Positions ___)*		
66	Fringe Benefits		
67	Purchased Services	$20,000.00	
68	Supplies and Materials		
69	Equipment		
70	Other *(Describe)*		
71			$20,000.00
72	Media Services:		
73	Salaries: *(No. of Positions ___)*		
74	Fringe Benefits		
75	Purchased Services		
76	Supplies and Materials	$16,350.00	
77	Equipment	$225,000.00	
78	Other - Internet Connection & Parent Resource Center	$19,600.00	$260,650.00
79			

80	Fiscal Services:		
81	Salaries: *(No. of Positions 1)*	$24,000.00	
82	Fringe Benefits	$6,720.00	
83	Purchased Services		
84	Supplies and Materials		
85	Equipment		
86	Other *(Describe)*		$30,720.00
87			
88	Maintenance and Operation:		
89	Salaries: *(No. of Positions___)*		
90	Fringe Benefits		
91	Purchased Services	380,900.00	
92	(include utilities)		
93	Supplies and Materials	$6,000.00	
94	Equipment		
95	Rent	$25,000.00	$111,900.00
96			
97	Pupil Transportation:		
98	Salaries: *(No. of Positions___)*		
99	Fringe Benefits		
100	Purchased Services	$10,700.00	
101	Supplies and Materials		
102	Equipment		
103	Other *(Describe)*		$10,700.00
104			
105	Food Services:		
106	Salaries: *(No. of Positions___)*		
107	Fringe Benefits		
108	Purchased Services	$85,493.00	
109	Supplies and Materials		
110	Equipment		
111	Other *(Describe)*		$85,493.00
112			
113	Data Processing:		
114	Salaries: *(No. of Positions 1)*	$17,000.00	
115	Fringe Benefits	$4,760.00	
116	Purchased Services		
117	Supplies and Materials	$12,230.00	
118	Equipment	$3,600.00	
119	Other *(Describe)*		$37,590.00
120			
121	Substitute Personnel:		
122	Salaries: *(No. of Positions .25)*	$4,500.00	
123	Fringe Benefits		$4,500.00
124			

125	Debt Expenditures:		$0.00
126	Other Expenditures:		
127	*(Describe)*		$0.00
128			
129	TOTAL EXPENDITURES		$1,401,993.00
	SURPLUS		$71,856.00

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1871

College of Education and Health Professions
Department of Education Reform
Arkansas Charter School Resource Center

15 West Avenue Annex
Fayetteville, Arkansas 72701
(479) 575-4292
(479) 575-4332 (FAX)

30 September 2006

Dear Sir/Madam;

We have nothing but praise to offer to the applicant group for the K-8 classical school, to be known as The Great River Academic Center of Excellence (GRACE). The group was made up of community members, many of them professionals, most of them parents. Their team included an attorney, a certified public accountant, and other with particular areas of expertise to contribute.

The applicant group took full advantage of the consultants offered through the Arkansas Charter School Resource Center in the areas of curriculum, statistics/evaluation, technology, governance, facilities, and finance. Their plan includes membership on the ACSRC Technology Consortium and other shared resources in special education and fiscal services.

The school will be based on the Core Knowledge Sequence supplemented with Singapore Math and PLATO. The program is ambitious, but proven.

It is our opinion that the plan has been thoughtfully and carefully designed to meet all standards set forth in the Arkansas charter school law, and that the group has the capacity to implement the program as written. We also believe that the applicant group has selected a location in an area with uncontestable need for an education alternative more likely to produce academic success than currently exists.

We respectfully offer our endorsement of this proposal.

Cordially,

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
15 West Avenue
University of Arkansas
Fayetteville, AR 72701

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OCT 09 2006
CHARTER SCHOOL OFFICE

The University of Arkansas is an equal opportunity/affirmative action institution.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 17, 2006

Dr. Valerie L. Tatum
5 Granite Court
Maumelle, AR 72113

Re: Notice of Appeal/State Board Hearing
Covenant Keepers Academy

Dear Dr. Tatum:

I am writing to inform you that your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Little Rock School District has been received, and a hearing on your application will occur at the State Board's meeting of December 11, 2006. The meeting will begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 9.02.01 of the Department of Education's *Rules Governing Charter Schools*, a copy of which is enclosed.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith
General Counsel

SS/tw/slr

Enclosure

RECEIVED
NOV 21 2006
CHARTER SCHOOL OFFICE

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Roy Brooks, Little Rock School District
Superintendent Ken Kirspel, North Little Rock School District
Superintendent James Sharpe, Pulaski County Special School District

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment charter school.

9.02.01 The local board and the boards likely to be affected by the proposed charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the charter school to the State Board. Following the presentations by the public school district boards of education, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed charter schools. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards:

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

October 27, 2006

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened on October 26, 2006, at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the Covenant Keepers Academy for College Bound Students Charter School proposed by City of Fire Community Development, Inc. and Dr. Valerie Tatum could have a negative fiscal impact on the Little Rock School District and could potentially adversely affect the District's academic improvement efforts. This charter school will also be in competition with the District's Advanced Placement and International Baccalaureate Programs.

Your consideration of our position is appreciated.

Sincerely,

President
Board of Education

Roy Brooks, Ed.D.
Superintendent of Schools

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7 November 2006

Arkansas State Board of Education
% Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

VIA CERTIFIED MAIL

Dear Ladies and Gentlemen;

City of Fire Community Development, Inc. (CFCD) has filed an application to establish an open-enrollment charter school ("Covenant Keepers Academy for College Bound Students) within the Little Rock School District (LRSD). LRSD has now filed its objection. Please accept this letter as CFCD's written notice of appeal.

CFCD holds Dr. Brooks and the School Board in high esteem, and it our desire to work collaboratively to improve public education for all children in Pulaski County and the State of Arkansas.

CFCD has timely submitted its application in strict compliance with all statutory and regulatory requirements. CKACBS application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2005, *Ark. Code Ann. § 6-23-102.* Nonetheless, LRSD opposes the application.

The written findings of the LRSD address a primary concern that the charter school "*could potentially* adversely affect the District's academic improvement efforts." We hold that the plan of educational intervention, assessment, and ongoing research into ways to increase the academic achievement of public school students *will probably* positively affect the District's academic improvement efforts.

We are most concerned about the stubborn education achievement gap that exists between black and white students, to such an extreme degree in the LRSD.

Recently the mandatory parental notification made by LRSD correctly advised middle school students of their "right" to request a transfer into another school within the district which was not in academic distress...but had to inform parents there were no alternatives.

Therein lays the need this open enrollment charter schools and the increased research resources that will be brought to bear through partnerships with the Arkansas Charter School Resource Center.

In regard to LRSD's anticipated loss of students, statistical data shows that it will be less than one half of one percent. There is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and,

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ultimately, decided that this impact is outweighed by the educational needs of our children.

Finally, LRSD neglects to acknowledge that the Arkansas State Board of Education will oversee the charter school's operations. If CFCD breaches its charter contract, it will close and its students will return to their respective districts. The only way LRSD could be adversely affected in the long run is if the charter school is successful and the LRSD does not accelerate its academic improvement efforts and continues to fail the number of children currently being failed.

Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:

> (a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.
>
> (b) The state board shall give preference in approving an application for a charter school to be located in any public school district:
> (1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
> (2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or
> (3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

> The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
>
> 10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or
>
> 10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

The Covenant Keepers Academy for College Bound students will be located in a district which meets not one, but all three of the criteria established for giving preference to an applicant.

CFCD respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Pulaski County, Arkansas, are entitled.

Respectfully submitted,

City of Fire Community Development, Inc.

By: Dr. Valerie Tatum

Dr. Valerie Tatum, President

July 21, 2006

Arkansas Department of Education
Charter School Office
#4 State Capitol Mall – Room 305(B)
Little Rock, AR 72201

Re: Letter of Intent to petition the State Board of Education for a charter to operate an open-enrollment charter school

To: Whom It May Concern:

It is the intent of the City of Fire Development Inc. to petition the State Board of Education for a charter to operate an open-enrollment charter school beginning in August 2007. The CFD is in the process of obtaining IRS 501(c)(3) tax exempt status.

The school, to be known as the Covenant Keepers Academy for College Bound Students, will serve grades 6^{th} – 8^{th} initially, adding grades 9-12 until it graduates its first seniors in 2011-2012. The school will be located in Little Rock particularly in the Southwest Little area which is in the 2^{nd} Congressional District.

Our mission of Covenant Keepers Academy for College Bound Students is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background, or socioeconomic level. All children can learn when challenged by high expectations. This environment will also help students' development academic skills, intellectual habits, and character traits to succeed in high school, college and beyond. We believe that attitude, behavior, effort, and attendance, as well as ability, determine academic success.

The school year will spread over 188-days which will incorporate 10-days to accommodate intensive training for teachers and travel schedules. During this time, this ambitious program will center on (1) academics; (2) character development which incorporates discipline, respect, and community service; and (3) health and fitness wellness.

Contact Information:
Dr. Valerie L. Tatum
10510 Hwy I30 Ste (1)
Little Rock, Arkansas 72209
501-584-6440 (cell)
501-851-6301 (home)
valerie.tatum@lrsd.org

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Arkansas State Board of Education
% Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

VIA CERTIFIED MAIL

Dear Ladies and Gentlemen;

Please let your records reflect that there has been a facilities change for Covenant Keepers Academy for College Bound Students Open Enrollment Charter School. The new location is 8900 Geyer Springs Road. It is the former Harvest Food building located at the corner of Geyer Springs and Baseline Road. Please forward this information to Mr. Doug Eaton for facilities inspection. If you have other questions regarding the facilities, please call 501-584-6440 – Valerie L. Tatum

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DEPARTMENT OF EDUCATION
GENERAL DIVISION

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cc: Mary Ann
Doug Eaton

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Company: ARKANSAS DEPT OF ED

Address: 4 CAPITOL MALL RM 305B Dept./Floor/Suite/Room

City: LITTLE ROCK State: AR ZIP: 72201-1013

2 Your Internal Billing Reference First 24 characters will appear on invoice.

OPTIONAL

3 To

Recipient's Name: Dr. Valerie D. Tatum Phone: (501) 584-6440

Company: Covenant Keepers Academy

Recipient's Address: 5 Granite Court Dept./Floor/Suite/Room

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Address: [redacted]

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- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
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- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ** To most locations.

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November 15, 2006

Dr. Valerie L. Tatum
Covenant Keepers Academy for College Bound Students
5 Granite Court
Maumelle, AR 72113

Dear Dr. Tatum,

This letter is to inform you of the completion of the evaluation of the application for Covenant Keepers Academy for College Bound Students as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: Carver Project International Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Covenant Keepers Academy for College Bound Students

Eligible entity status:
Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Approved

Comments:
No evidence regarding 501 (c) (3) approval for Covenant Keepers. The only 501 (c) (3) is for Great River Academic Center for Excellence, Inc. which is the Fiscal Agent.

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Provide copies of any supporting evidence received.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Description presented for the objective is vague or missing	• Description for the objective is present but lacks detail.	• Description for the objective is complete and details all required information.

Average Score 7/10

Strength:
There is an assurance that a public meeting was held on August 31, 2006. The application indicates that there was an extensive presentation. There are attached letters of support, with at least one indicating attendance at the public meeting.

Weaknesses:
There is no supporting evidence of the number of attendees, number of persons expressing support for the charter school or the results of the question and answer period. A sign-in sheet and the inclusion of some of the presentation materials would have strengthened this section.

OBJECTIVE 2

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. *The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.*

B. *The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.*

C. *The last publication of notice shall be no less than seven days prior to the public meeting.*

D. *Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.*

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 5/10

Strength:
There is an indication that a notice was published in the Arkansas Democrat Gazette on August 13, 20, and 27.

Weaknesses:
The date of the last notice was less than seven days prior to the date of the meeting. There is no indication that the ad met the size requirements or the requirement to not be published in the classified or legal sections of the newspaper.

Copies of letters were present, however, there was not any registered mail evidence or certified letter documents from post office.

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 4/10

Weaknesses:
Information lacks detail concerning the governing structure (board composition, selection process, and responsibilities--although the task force was "instrumental" in some way with selecting the first board). The role of administrators, faculty, parents, students, and community members in the leadership lacks in explanation. How many members will serve on the board? What backgrounds and experience will members need? Will a student serve on the Board? What about the Director and Principal? What then will be the purpose of the taskforce? How will community, students, and parent's ideas and concerns be presented to the Board? Will there be an "open door" policy for communication?

OBJECTIVE 4

Does the application give the mission statement for the proposed open-enrollment charter school?

Average Score 6/10

Strength:
An inclusive mission statement is included.

Weaknesses:
The mission statement is too long and involved across many boundaries. The statement should present a concise declarative sentence as to the school's ultimate "good" for the student involved in the open-enrollment charter school.

There is no indication of how the determination will be made for who goes into the college prep track and who goes into the job readiness skills track.

The statement that the pilot program with Pulaski Technical College will be "far less than the salary and benefits for one teacher" is puzzling and raises a concern that cost is really the driving force behind the program, and not the other aspects of the educational experience. No evidence of a contract or any documentation from Pulaski Technical College is included.

OBJECTIVE 5

Does the application provide a description of the educational need for the school?

Average Score 8/10

Strengths:
Narrative provides useful and appropriate data related to the area and changing demographics.

The Little Rock schools often do not reach AYP and suffer a high turnover of administrative staff. At least one elementary and one middle school are in their 4th year of academic distress. Covenant Keepers Academy would add an additional middle school--and later the high school grades--to the much-needed area of southwest Little Rock. Examples of statistics from state and ITBS testing from the Cloverdale Middle School area are given to show the need for improved test scores in all areas of curriculum. The Smart Core Curriculum will be the curriculum of choice for Covenant Keepers Academy. The Objective 5 answer continues, but expands into objectives 6-10.

Weakness:
The chart headings are not legible, so the value of this information cannot be determined.

OBJECTIVE 6

Does the application describe the educational program to be offered by the charter school?

Average Score 6.5/10

Strengths:
There is an acknowledgement that professional development will be required.

Smart Core/Distance Learning/ All Standards concerning the teaching of the 38 required courses will be followed. The Frameworks/curriculum/and course content standards will be followed. Sources for distance learning: ADE-DLC, Dawson Educational Cooperative, ASMSA, AETN, ECHS, ARVHS, etc. are listed.

Weaknesses:
The application is for a middle grades (6, 7 and 8) charter school. The inclusion of the 38 required courses for grades 9-12, while failing to address educational requirements for middle grades. Smart Core information would have been far more valuable.

The reliance on computer-based and online course offerings is a concern, particularly when the cost factor seems to be driving decisions about curriculum. The use of distance learning is evidently limited to courses in grades 9-12, but this application is for a middle school housing grades 6, 7, and 8.

APEX learning is, according to the application, a provider of secondary courses and is not applicable to an application for a middle grades charter school. It is also unclear that PLATO Learning Systems is geared toward middle grades.

The Charter plans to "blend of traditional classroom instruction with interactive compressed video web (...) training (page 10)", however, some type of assurance is needed. Is there any assurance that students will receive one-on-one assistance from a teacher with constant physical contact availability?

OBJECTIVE 7

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Average Score 7/10

Strengths:
The goal of meeting or exceeding state averages is a reasonable goal.

State mandated assessments are identified.

Progress tracking by grade book and state/nationalized testing. SAT 10, Benchmark, Core Knowledge Sequence Curriculum--along with Saxon Math will provide skills and concepts to provide mastery.

Charter focus on teacher professional development which will be beneficial to the students.

The explanation includes measurement in every area--including physical and character development.

Weaknesses:
The objective identified for this section of the application is NOT the objective stated in the application.

Please explain how 8th grade students will get concurrent credit. Students in Arkansas are not eligible to receive concurrent credit until they have successfully COMPLETED the 8th grade. There is no indication that approval will be sought to offer high school credit for students in the 8th grade. Item 8 may not satisfy the current Nutrition and Physical Education Standards.

Please identify the Complete Battery from which longitudinal performance goals will be drawn.

The connection to "Additional Assessments by Perkins Math, Science and Technology Academy" is unclear.

What are the immediate goals for students? Are there any types of individualized plans for students with specific goals?

The detailed progress tracking system in place with Class Tools and the interactive grade book should give the consistent, effective monitoring. Again, a major concern comes up regarding the role of the teacher and making sure students get that one-on-one instruction they need. When will students get

opportunity to give open-ended responses and have them examined by a teacher?

Clarification is needed regarding statement on page 16, 100% of students that have completed 8th grade are eligible for concurrent credit via Arkansas law.

Caution should be given regarding study hall. It will be difficult to teach all frameworks for all required subjects, plus other required activities as specified in law-without study hall periods. Charter will need to be mindful of instructional time.

OBJECTIVE 8

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Average Score 7/10

Strengths:
There is an assurance that the programs chosen for the school are already aligned with the Standards. The responsibility for aligning curriculum is placed on the teachers. This process is much more powerful if it is continuous and sensitive to the needs of students and their prior experiences. The result of collaboration between teachers, administrators and stakeholder groups is recognized as integral to the operation of the school.

Core Knowledge Curriculum is based on the Arkansas Curriculum Frameworks and Standards. Northwest Evaluation Association assessments are aligned with Arkansas Curriculum Frameworks. PLATO provides instructional materials guided by assessments aligned to the Arkansas Curriculum Frameworks.
Grading systems emulate the State's grading scare.

In addition, Attendance days required will exceed the State requirement by 10 days (188 required).

Weaknesses:
Who is responsible to keep the Charter abreast of changes, particurlarly regarding curriculum?

Charter states, "offering challenging courses (page 16)". However, Standards requires that courses be "taught", not offered, meaning students must be enrolled and receiving instruction.

OBJECTIVE 9

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Average Score 8.5/10

Strength:

The narrative provided is pertinent data for this objective.

Weaknesses:
It does not list any other district that Little Rock School District--it just says "other" districts.

Charter does not include a percentage of graduates and master's degrees for populations in Southwest or age of the populations, in the application.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 7/10

Strengths:
There is recognition that the annual report is required. The school will report financial and testing data at a community meeting. The report will also be published in the local newspaper.

Weaknesses:
Associating an annual report to the public with the annual meeting of another group may not meet the requirements for the annual report identified in the Standards. There is no indication that programs or policies will be discussed in the meeting or that there will be a question and answer period. These are required in the standards.

How, other than yearly, will progress be communicated to parents and community? Will there be any PTO or PTA organizations?

On page 17, Charter states four times/year charter will assess student progress toward proficient levels via Northwest Evaluation Association. After the assessment, how will results be communicated to the parties involved?

Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should be involved and Charter should institute a level of accountability to assign responsibility to each party.

OBJECTIVE 11

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Average Score 9/10

Strengths:
The lottery is described as weighted to maintain racial balance in line with the Little Rock School District desegregation settlement terms. Other aspects of enrollment and admission are included in the statement. The school will follow age and discrimination policies of Arkansas law. The lottery system will be utilized to admit students. Expelled students are only admitted in "exceptional" circumstances. The answer goes on to list application process calendar and recruitment of student procedures.

Weakness:
What are the forms of exclusion for students who have been expelled from other districts? What are the "exceptional" circumstances consisted of?

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 6/10

Strength:
There are descriptions of the responsibilities of the Director (1), Principal (1), and Teachers (6). There are short descriptions of the responsibilities of the School Secretary and Classroom Instructional Aide.

Weaknesses:
There is no indication that the key personnel will hold or be eligible to hold certification in any content area. It is unclear what is meant by "appropriate college degree and experience in the subject(s) taught".

There is no indication that the Director or Principal will be required to have qualifications exceeding those of Teachers.

There is no indication that special education, counseling or health professionals will be employed or contracted. Because of the identified "at-risk" characteristics of the target group of students, and the statement that the charter school will not discriminate in its admission policy against students with disabilities or other

limiting conditions, employment of these individuals perhaps should have been a higher priority.

The Business Manager was not included.

OBJECTIVE 13

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Average Score 4/10

Weaknesses:
It is unclear as to what is the Consortium Fiscal Services Unit? Who makes up this Consortium Fiscal Unit? Are they appointed? Who will appoint? Will monthly financial reports be in writing or orally given to the Board?

There is no indication of how daily business will be conducted. Who approves purchase orders? Will there be a second signature on checks? How will inventory be tracked and who will be responsible to draw down funds?

There is no indication that any person or group other than the school's director will have responsibility for completion of the budget. Input from teachers or other constituents is not included as part of the budget process. How will purchases be prioritized? What happens when grant funds cease to be available? How will programs be sustained?

More discussion concerning how the business of collecting and dispersing money will be handled by the school is needed.

Comments from Finance Department:
The application refers, to the "Consortium Fiscal Services Unit". For purposes of this review, it is presumed that is the Arkansas Charter School Resource Center Services Consortium for APSCN fiscal services.

It is unclear as to how the ACSRCSC program will be able to provide the services listed.

The application includes a June 1 deadlines to complete the budget and July 1 budget approval. These deadlines are not realistic given Department data timelines.

The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all

district transaction information to the APSCN network in a compatible format and in sufficient detail as required by the department.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score 7/10

Strengths:
An audit committee will contract an independent accounting firm. The school will comply with all state and federal laws and regulations. The audit will comply with section 12.03 of the Rules and Regulations Governing Charter Schools.

Weaknesses:
Although sufficient information was given, it lacked specific descriptions.
Who will complete the individual site visits? Audit committee? How many does the charter anticipate will occur?

Comments from Finance Department:
The application states an audit firm will be hired to write an audit program to form a basis for an opinion on the material accuracy of the financial statements, AND TO IDENTIFY OPPORTUNITIES FOR PROCEDURAL AND OPERATIONAL IMPROVEMENT. It is inappropriate for an audit firm to make recommendations on issues the firm will audit. Charter needs to be aware of any laws regarding this issue.

OBJECTIVE 15

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Average Score 6/10

Strength:
There is an indication that the charter school will use software that will interface with APSCN. The school will purchase the software and licensing to use APSCN.

Weakness:
There is no indication that the student data will interface with APSCN or that student records will be kept confidential.

Comments from Finance Department:
The application includes the following statement: "CK will obtain software that will properly interface with APSCN...". This statement indicates the Academy is not familiar with Pentamation software.

OBJECTIVE 16

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please 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 charter school will be located,

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply 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. 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.

Average Score 6/10

(See additional comments on the actual proposed site review by the Facilities Department. The average score above is not reflective of the site review.)

Strength:
Items 1-4 are addressed in the application. There is no owner-relationship with members of the local board, employees, the school, or its employees, directors, or administrators.

Weaknesses:
There is a general description of the building facility. There is no indication of whether the building meets or will be modified to meet the requirements of ADA and IDEA. The age of the building, set up of rooms, existing bathrooms, kitchen, etc. are not included in the application.

The price of the lease is listed as $1,500 PER YEAR in the application body, but the Lease Agreement price is listed as $1,500 PER MONTH. This information is inconsistent and needs to be clarified.

What is the current use of the building? What was the previous use of this building? Has it been used in the past three years? Is there a list of things that will need to be done to get the building ready for use? What are estimated expenses? What is the estimated completion date for these repairs?

Charter needs statements of assurance to address owner and faculty and their relationship after employees are hired to fully meet this Objective.

Will 6 classrooms be adequate to meet the needs of the Charter with so many different activities and CIV and other technological needs?

Site Report by Facilities Department

1. **Charter School**: Covenant Keepers Academy for College Bound Students

2. **Location**: 10510 Highway I-30 Little Rock, AR 72209

3. **General Observation**: The facility requested for this Charter School is a two office complex located in the strip mall at the address shown above. It is immediately adjacent to the frontage road and the constant noise from traffic on I-30 can be heard in all places of the building. The report indicates that approximately 8,000 square feet would be used for the facility. 8,000 square feet is the entire strip mall, the area shown to us comprised of two 1200 square foot rooms which included bathroom and office? The required standard for 180 children in grades 6-8 according to the state standard is approximately 36,000 square feet. The building appears to be in relatively good condition; however it lacks most of the tenets necessary for a school.

The parking area is sufficient and access to the school is quite easy. There is no fencing, paved play areas, unpaved play areas, athletic field for middle school courses, and playground. The lightning inside the building appears to be adequate, but the restroom facilities and administration facilities are unacceptable. This is because there is one small office and a single one-person restroom.

4. **Academic Suitability**. The building is not deemed suitable as an academic environment. It can, with major corrections, be used for a one classroom operation for children of the same grade. This can be possible as long as other life safety and suitability standards are meet. As mentioned, the building is too small to support 180 children in grades 6-8 as stated on the application.

5. **ADA Accessibility**. The building is accessible. However, the restroom is not ADA accessible. The locks on the inside of the doors are not suited for persons with physical disabilities.

6. **Life Safety Codes**. The building has no fire alarm system. The building also does not have any security systems. There is no panic hardware on any of the doors. These doors are bolt locked shut. There is no sprinkler system.

7. **Conclusion and Recommendations**. In discussion with the applicant, this location was only an address to be placed on the application and that different facilities are being researched at this time. My conclusion is that this facility is not suitable for the type of operation as explained in the application. It is recommended that a different facility be found for this program.

It is the responsibility of the renter (applicant) to get a clearance from the lessee (building owner) that the facility to be utilized is free of problems with asbestos and lead based paint.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 5/10

Strengths:

E. Charter will be located in the Little Rock area, several vendors are likely to bid on meal service and staff should be available.

G. Students being able to access asynchronous courses and assignments from home computers and library systems will be a great alternative form of education.

H. It appears that Gifted and Talented will be incorporated. Charter may want to make sure this information is well documented via lesson plans or some other means.

Weaknesses:
B. How will the daily needs of students be met? How will Charter accommodate students who take daily meds or situations where a student may have a headache, stomach ache or fever?

C. Has the charter considered books in the classroom or a "classroom library"? How often will students be able to go to the local library? What does "regular" (page 32) mean? Letter from library states, students will have weekly access, but there are 3 grades. How often and how is Charter planning to do this? Who will be responsible for making sure the curriculum elements are covered?

E. Charter did not budget program revenues or expenditures for Child Nutrition Program. Charter's relationship with sponsor is unclear and may affect the eligibility of program. No contact with ADE CNU for Rules and Regulations concerning Food Service operation. On page 28, Charter states there is a "food service area". Does that mean there are any appliances? Will accommodations be made for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and staff?

F. The description for the provision of special education services is an exact duplicate of many of the other applicants, and does not provide any specific information. The budget information indicates NO expenditure of salary for a special education teacher, or for supplies, material, or equipment in this area, while there was an expenditure of $132,500 for administrative salaries, plus $41, 238 for fringe benefits.

H. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

OBJECTIVE 18

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Average Score 7.5/10

Strengths:
Parents are required to volunteer 1,000 hours each year. Black Community Developers is partnered to provide special programs and events. Consistent and clear reporting of academic and social performance will be communicated weekly. Potluck suppers, open-door policy, PT meetings, student performances, and outreach activities.

Weaknesses:
Requiring parents to volunteer for 1,000 hours of service is not really volunteering, and may not be realistic. What are the consequences for not volunteering? What if parents have more than one child in the charter school? Would they have multiple 1,000 hour blocks of volunteering required of them?

Family breakfasts and newsletters are a good start to parental involvement, but these activities do not include a substantive means for parents to provide input about school programs, policies, practices or budgetary matters.

The same is true for community involvement. Communities are expected to participate in mentoring or activity programs, but there is no indication that they will have input into the school's programs, policies, practices or budgetary matters.

OBJECTIVE 19

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. ***Does the application provide a brief description of the need for each waiver requested?***

Average Score 8.5/10

Weaknesses:
What specific flexibility is requested regarding grade scale? Charter needs to ensure that grades will not be inflated. Will Charter have written contracts at all for teachers? Charter may need some type of written agreement with number of hours and other expectations.

Charter needs to be more specific regarding exactly what they are requesting a waiver from. How will Charter make effort to abide by the intent of each of laws for which they are requesting a waiver from?

On media services, can charter not ensure a "classroom library" with minimum of so many books available for students?

No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel-cosmetologist, welders, cashiers, doctors, however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurance regarding protection of students with background checks for visiting and contracted personnel.

OBJECTIVE 20

Does the application provide a written evaluation describing the potential impact of the proposed 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?

Average Score 5/10

Weaknesses:

The application did not address this objective. There are no missing pages. The objective has been omitted.

LEGAL COMMENTS

1.) p. 1, Application: The information concerning the Section § 501 (c)(3) of the Internal Revenue Code status submitted by the Applicant is for its fiscal agent (Great River Academic Center for Excellence, Inc.) and not itself.

2.) p. 10: "A blended approach of traditional classroom instruction, interactive compressed video, and web based asynchronous training will be required to meet requirements and offer students the full breadth and scope of content they deserve."

The proposed curriculum may run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the ADE only fund charter schools which utilize Internet or distance-based-learning technology as a "supplement" to the school's traditional classroom setting. The applicant will need to articulate how much of the proposed curriculum will be delivered by Internet or distance-based technology, so that the Act 77 issue may be fully addressed.

3.) p. 25: The application states that the school will admit students almost exclusively through a lottery system weighted to maintain a racial balance. The statement is also made that faculty, staff, Founding and Board members' children will be exempted from the lottery. The initial enrollment should be on a first-come, first-serve basis. A lottery only comes into play if more students apply for enrollment than the school can accommodate. Ark. Code Ann. § 6-23-306 does provide for a weighted lottery when required to comply with a court order or the Title VI of the Federal Civil Rights Act, etc. The application will have to show that the lottery is needed to "maintain a racial balance in line with the Little Rock School District's desegregation terms".

4.) p. 31: The application indicates that an 8,000 square foot building will be leased as the school facility. The application states that the facility will comply with all requirements for accessibility in accordance with the

Americans with Disabilities Act (ADA) and Individuals with Disabilities Act (IDEA) and all other state and federal laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application.

Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

5.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The Arkansas Department Education Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the Arkansas Department of Education. The Arkansas Department Education's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning Support Services, Guidance Counseling, Counselor, Media Services and Nurse:

These waivers will not be permissible, as they concern Standards which are required by law (Ark. Code Ann. § 6-15-202 (b)(2)).

c.) ADE Rule Governing Minimum Schoolhouse Construction:

This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

d.) Standards for Accreditation Rule Section 9.03.4: Curriculum Grades 9-12

It is unclear why this waiver is being requested, as the applicant's charter is to operate a school encompassing grades six (6) through eight (8), but such a waiver could not be granted to the extent it affected high school graduation requirements, accountability and compliance with providing the thirty-eight (38) units of credit. (See Ark. Code Ann. § 6-23-401 (b)).

e.) There is no waiver requested from the provisions of Ark. Code Ann. § 6-13-109 (requirement of hiring a superintendent); assuming, the person designated as "CEO/Director" in the application will fulfill that responsibility.

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 130/200

Is the Saturday LIFT program an option or is it a requirement? If not required, how will students that opt not to attend get instruction in the subjects listed? Some subjects are required by law.

Need a sample matrix schedule with subjects to ensure that all required courses will be covered for 6th and 8th grade.

A major concern is the fact that there are six teachers with three grades of frameworks on several courses to cover. Additional professional development time and money will be needed to be allotted since teachers will teach all subjects. It is unclear if professional development days as required under the law and regulations have been included in the calendar.

Please clarify the relationship between the three following entities mentioned throughout the application: Covenant Keepers Academy, City of Fire Community Development Center, Inc. and Great River Academic Center for Excellence, Inc.

The calendar does not indicate the dates of the Thanksgiving holiday, New Year's Day holiday, or Spring break, so it is impossible to determine the number of days identified for instruction.

The Lease Agreement indicates a rental amount of $1,500 PER MONTH but the application says the rental amount is $1,500 PER YEAR. Reconciliation is needed.

Barbara McCray signed for both the Lessor and Lessee on the Lease Agreement. It is unclear who Ms. McCray is or what is her relationship with the parties in the application and agreement. Clarification is needed.

The line item expenditure for Administration salaries (Line 17) does not match with the salary schedule attached.

There is a list of supporters, but the context for this list is not indicated.

Though the Charter Entity/Board/Director may partner with outside sources to assist with the charter programs, it needs to be clearly understood that the sole responsibilities for <u>all</u> areas of compliance are that of the Charter Entity/Board/Director. This cannot be delegated.

Covenant Keepers Academy for College Bound Students Response to ADE's Open-Enrollment Charter School Application Evaluation

OBJECTIVE 1

See supporting material attached to this addendum (copy of PowerPoint & postal receipts).

35 individuals attended the public hearing August 31, 2006, and Covenant Keepers Academy for College Bound Students (CKA) has over 200 signatures from the community-at-large in support for the school.

OBJECTIVE 2

Yes, we concur that the advertisement was run less than seven days prior to the meeting and the advertisement did not meet the mandated size requirements. See attachments for copies of certified documents from the post office.

OBJECTIVE 3

See bylaws and responsibilities below:

Article III – Directors

The order of business at all meetings of members shall be as follow:

1. Roll call
2. Reading of the minutes of the preceding meeting
3. Reports of committees
4. Reports of offices
5. Old and unfinished business
6. New business
7. Good and welfare
8. Adjournments

1. MANAGEMENT OF THE CORPORATION

RECEIVED
NOV 27 2006
CHARTER SCHOOL OFFICE

The corporation shall be managed by the board of directors, which shall consist of no less than seven and no more than 21. Each director shall be at least twenty-one years of age.

2. APPOINTS AND TERMS OF DIRECTORS

Each board director shall be nominated and confirmed by the majority of the board. Each director shall hold office until the expiration of the term for which he/she was elected and until his successor has been elected and shall have qualified, or until his prior resignation or removal.

3. INCREASE OR DECREASE IN NUMBER OF DIRECTORS

The number of directors may be increased or decreased by a vote of a majority of all of the directors. No decrease in number of directors hall shorten the term of any incumbent director.

4. NEWLY CREATED DIRECTORSHIPS AND VACANCIES

Newly created directorships resulting from an increase in the number of directors and vacancies occurring in the board for any reason except the removal of directors without cause may be filled by a vote of the majority of the directors then in office, although less than a quorum exists. Vacancies occurring by reason of the removal of directors without cause shall be filled by vote of the board. A director elected to fill a vacancy caused by resignation, death or removal shall be appointed to hold office for the unexpired term of his predecessor.

5. REMOVAL OF DIRECTORS

Any or all of the directors may be removed for cause by action of the board. Directors may be removed without cause only by vote of the board.

6. RESIGNATION

A director may resign at any time by giving written notice to the board, the president or the secretary of the corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the board or such officer, and the acceptance of the resignation shall not be necessary to make if effective.

7. QUORUM OF DIRECTORS

Unless otherwise provided in the certificate of incorporation, a majority of the entire board shall constitute a quorum for the transaction of business or any specified item of business. Two-third majority of the board shall constitute a decision.

8. ACTION OF THE BOARD

Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the board. Each director present shall have one vote.

9. PLACE AND TIME OF BOARD MEETINGS

The board may hold its monthly meetings at the office of the corporation or at such other places, either within or without the state, as it may from time to time determine.

10. NOTICE OF MEETINGS OF THE BOARD, ADJOURNMENT

Regular meetings of the board may be held without notice at such time and place as it shall from time to time determine. Special meetings of the board shall be held upon notice to the directors and may be called by the president upon three days notice to each director either personally or by mail or by wire; special meetings shall be called by the president or by the secretary in a life manner on written requires of two directors. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the adjournment shall be given to all directors who were absent at the time of the adjournment and, unless such time and place are announced at the meeting, to the other directors.

11. CHAIRMAN

At all meetings of the board the present, Vice-President or in his absence, a chairman chosen by the board shall preside.

12. EXECUTIVE AND OTHER COMMITTEES

The board, by resolution adopted by a majority of the entire board, may designate from among its members and executive committee and other committees, each consisting of three or more directors. Each such committee shall serve at the pleasure of the board.

Article IV – Officers

1. OFFICES, ELECTION, TERM

Unless otherwise provided fro in the certificate of incorporation, the board may elect or appoint a president, one or more vice-presidents, a secretary and a treasurer, and such other officers as it may determine, who shall have such duties, powers and functions as hereinafter provided. Each officer shall hold office for the term for which he/she is elected or appointed and until his/her successor has been elected or

appointed and qualified.

2. REMOVAL, RESIGNATIN, COMPENSATION

Any officer appointed by the board may be removed by the board within or without cause. In the event of the death, resignation or removal of an officer, the board in its discretion may elect or appoint a successor to fill the unexpired term. All boards position held shall be voluntary.

3. PRESIDENT

The president shall be the chief executive officer of the corporation; he shall preside at all meetings of the board; he shall have the general management of the affairs of the corporation and shall see that all orders and resolutions of the board are carried into effect.

4. VICE-PRESIDENT

During the absence or disability of the president, the vice-president, or if there are More than one, the executive vice-president, shall have all the powers and functions of the president. Each vice-president shall perform such other duties as the board shall prescribe.

5. TREASURER

The treasurer shall have the care and custody of all the funds and securities of the corporation, and shall deposit said funds in the name of the corporation in such bank or trust company as the directors may elect; he shall, when duly authorized by the board of directors, sign and execute all contracts in he name of the corporation, when countersigned by the president; he shall also sign all checks, drafts, notes, and orders for the payment of money, which shall be duly authorized by the board of directors and shall be countersigned by the president; he shall at all reasonable times exhibit his books and accounts to any director of the corporation upon application at the office of the corporation during ordinary business hours. At the end of each corporate year, he shall have an audit of the counts of the corporation made by a committee appointed by the present, and shall present such audit in writing at the annual meeting of the members, at which time he shall also present an annual report setting forth in full the financial conditions of the corporation.

6. SECRETARY

The secretary shall keep the minutes of the board of directors and he shall have the custody of the seal of the corporation and shall affix and attest the same to documents when duly authorized by the board of directors. He shall attend to the giving and serving of all notices of the corporation, and shall have charge of such books and papers as the board of directors may direct; he shall attend to such

correspondence as may be assigned to him, and perform all the duties incidental to the office. The roll of the board shall show places of residence and the time when they became members.

7. SURETIES AND BONDS

In case the board shall so require, any officer or agent of the corporation shall execute to the corporation a bond in such sum and with such surety or sureties as the board may direct, conditioned upon the faithful performance of his/her duties to the corporation and including responsibility for negligence and for the accounting for all property, funds or securities of the corporation which may come into his/her hands.

Backgrounds and experiences board members will need:

- Business
- Technology
- Fundraising
- Community Stakeholders
- Legal
- Education

Student representatives from each grade will report quarterly to the board about various activities.

The taskforce role is complete. Their role was to help get things started in the community to see if there was a need for a charter school and when or if the need could be met.

Parents will be represented by the PTA President at monthly meetings. A community representative will be invited quarterly to share ideas and concerns.

We will have an open door policy at CKA for all parties.

OBJECTIVE 4

The mission of CKA is to continuously cultivate educational excellence in the community by providing a rigorous college preparatory program to all of our students.

There will be no tracks at CKA.

The education we provide for our students is our primary responsibility and concern at CKA. It is important for us to be good stewards of our finances so we will always carefully examine all financial decisions. We plan to appropriately compensate our teachers for the invaluable time they will spend working with our students each day.

After visiting other successful charter schools, we believe our students should be afforded the opportunity to choose a college of their choice.

OBJECTIVE 5

After looking at the original application, we concur that the chart headings are difficult to read. Please see the revised charts below

Cloverdale Magnet Middle School

Subgroups	Percent Tested Overall	Percent Below Basic	Percent Basic	Percent Proficient
Combined Population	95% or Greater	30	51	18
African American	95% or Greater	24	54	21
Hispanic	95% or Greater	56	39	5.6
Caucasian	95% or Greater	RV	RV	RV
Economic Disadvantaged	95% or Greater	29	55	17
Students with Disabilities	95% or Greater	100	0	0
Limited English Proficient	95% or Greater	76	24	0
Male	95% or Greater	39	49	9.6
Female	95% or Greater	22	53	25

ITBS (NPR)

Grades	Reading Comprehension	Math Concepts and Estimation	Math Problem Solving and Data Interpretation
6th	26	23	26
7th	24	27	32
8th	26	24	28

OBJECTIVE 6

CKA will offer a middle school curriculum that will adhere to the Arkansas Frameworks for all required courses.

OBJECTIVE 7

Our eighth graders will not be eligible for college credit. We plan to offer Algebra I to our eighth grade students. We will also offer four more math courses to satisfy the math requirements for high school.

The complete battery is part of the ITBS and SAT10.

There is no need to use the Additional Assessments by Perkins Math, Science and Technology Academy.

Targeting educational needs and addressing each need is our immediate goal for incoming students.

Our students will receive high school credit once they enter high school.

OBJECTIVE 8

Co-directors, teachers, university officials and the ADE will help CKA stay informed about all of the curriculum changes and requirements. As instructional leaders of the school the co-directors will have the responsibility of staying informed and keeping the staff updated to all necessary curriculum changes and mandates.

CKA will teach challenging courses to enrolled students.

OBJECTIVE 9

Other districts include Pulaski County, North Little Rock & Bryant.

Total Population

Race	Total Populations
White	8,935
Black or African American	15,308
American Indian & Alaska Native	197
Asian	94
Native Hawaiian and/other Pacific Islander	5
Some other races	818
2 or more races	309

Total Population – 25,666

Percentage of individuals in the community with bachelor's and master's degrees

Bachelor's degree – 523 – 2.03%
Master's degree – 147 - .57%

OBJECTIVE 10

We will hold an annual meeting at the beginning of the school year where we only discuss testing results (ACTAAP/ITBS/SAT10) and goals for the future.

CKA will include information in monthly parent newsletters, regular website updates and PTA Presidential reports to the board.

Parents will receive quarterly assessment results through our website, mail outs and on nine-week reports. Teachers will also be required to communicate this to parents during parent/teacher conferences.

We will also include behavior/conduct reports through citizenship recognition and reports on report cards.

Information regarding community involvement, extracurricular activities, end of year trips, student achievements and honors, and all aspects of campus life will be reported regularly to staff, parents, community and news organizations through different mediums such as our website, newsletter, word of mouth, and assemblies.

OBJECTIVE 11

An advisory committee will be organized on a case-by-case basis to determine eligibility for enrollment.

OBJECTIVE 12

All teachers will be highly qualified but not necessarily certified.

The Board will expect an administrator to have managerial and human resource skills and understand the concepts of a "CEO" regardless of whether he or she holds a supervisory or administrative certification.

We will contract for a part-time special education teacher to address the IEPs and 504 students that we have at CKA to make sure appropriate accommodations are met. We will use an inclusive policy to help meet these students' special needs.

While hiring staff we will look for teachers with counseling experience to help in this area.

We will contract for hiring a part-time nurse either through local districts or through a medical staffing company. We will attempt to utilize resources from local nursing schools to create a partnership we both can benefit from.

Co-directors will operate as business managers.

OBJECTIVE 13

The APSCN program will be used in conjunction with Jump Smart and Power School to meet all necessary reporting requirements.

There will be a monthly written and oral account given to the board concerning the budget and an annual report given by June 30.

Co-directors will approve purchase orders and both directors will sign checks.

CKA will create a database using Microsoft Access software of our inventory and the secretary will be responsible for updating it as needed. Quarterly CKA will inventory all of its assets. CKA will also label all new equipment with proper identification tags.

Quarterly, department chairs, PTA President and co-directors will review the budget. At this time, these individuals can make requests for needed materials and all parties will work together to look at the greatest needs and to reach a consensus and make budget adjustments and/recommendations as needed.

CKA will keep a legal reserve. CKA will also constantly solicit funds from organizations, foundations and the community at large. CKA will regularly participate in fundraisers.

Programs will continue with the help of volunteers at our school. We will provide training to parents and community members to help sustain necessary programs. Programs will be sustained with the help of local universities and also due to the organizational/consistent structure of the program.

OBJECTIVE 14

CKA will encourage the Arkansas Department of Education to visit to ensure CKA is meeting all of the necessary standards. We will we invite LRSD, PCSSD, NLRSD and local university officials to conduct audits.

Biannual audits will occur and will comply with 12.03 Rules and Regulations Governing Charter Schools.

OBJECTIVE 15

Power School and Jump Start software will interface with APSCN and all student records will be kept confidential.

OBJECTIVE 16

New facilities have been acquired. Evidence will be presented at the hearing. We have notified Mary Ann Brown, in care of Doug Eaton, in order to follow protocols for a site visit. The location for the school is 8900 Geyer Springs Road, Little Rock, Arkansas. The school will meet all state and federal guidelines in regards to academic suitability, ADA accessibility, life safety codes and any other mandated requirements.

OBJECTIVE 17

All staff will be first aid and CPR trained and each classroom will be outfitted with first-aid kits. We will have a nurse's station stocked with appropriate medical supplies. To ensure safety, all medications will only be accepted in prescribed bottles and will only be disseminated to prescribed students. All medications will be kept under lock and key and administered by appropriately trained staff. Headaches, stomach aches and fevers will be treated by trained school staff, and parents will be notified to determine next step procedures.

Parents will help purchase books and CKA will solicit support from local libraries for extended loan periods. CKA will also seek other foundations for support of book drives. Local bookstores will be asked for donations to help start a classroom library.

Each classroom will be outfitted with a classroom library of books.

Teachers will be responsible for aligning books to the literacy curriculum

CKA will be in compliance with the ADE CNU for proper nutrition guidelines for students.

Special accommodations will be made for students who have food allergies. Parents will be responsible for notifying the school of all allergies. A refrigerator and microwave will be available for students to use if needed.

See revised budget attachment.

A waiver has been requested for the requirements of the Gifted and Talented program.

OJBECTIVE 18

CKA is not asking parents to volunteer 1,000 hours annually but rather 100 hours. Parents will be required to volunteer 100 hours during an entire school year. Volunteering consists of work at school, in the community, and/or at home that benefits CKA. If parents can't volunteer at school or in the community they can make these volunteer hours up by reading to their kids at home.

PTA president and community members will serve as a voice for the parents of the school.

OBJECTIVE 19

Our professional staff will accurately grade students' performance.

Teachers will have written contracts with numbers of hours, days of work and other duties assigned.

Charter requests the following waivers:
6-15-1004 - Qualified teachers in every public school classroom
6-17-302 - Public school principals – Qualifications and responsibilities
6-17-401 - Teacher's license requirement
6-17-902 - Definition of a Teacher
6-17-980 - Teacher's Salary Fund
6-17-418 - Teacher certification – Waiver Arkansas history requirement
6-17-920 - Examination of teachers' contracts – Effect
6-17-919 - Warrants void without valid certificate and contract
18.0XIII - Gifted and Talented education
19.03XIVC - Alternative Educational Program
15.01XA - School District Superintendent
16.02.3XIB3 – Technology / personnel
16.02.4XIB4 – Minimum numbers of volumes/computers

Standard IV: Curriculum Grades 5-8
9.03.3.9 Career and Technical Education
While "Career Awareness" will be addressed at CK Academy through community-based and faith-based organizations, but the school does not initially anticipate having the fiscal resources to have the staff to offer designated "Workforce Education" classes. (See item #8 under "Education Plan".)
Curriculum: Grades 9-12
The academic program set forth in the school's charter was to "rely primarily on the Core Knowledge Curriculum." The Core Knowledge curriculum is a K-8 curriculum. It is professionally aligned with the Arkansas Frameworks and Curriculum Standards. In the middle school, Core Knowledge is supplemented with three years of foreign language; three (3) hours a week of Plato computer lab; three (3) years of Reading for College; and nine (9) hours of elective coursework a week. The PLATO K-12 Solution curriculum is professionally aligned with the Arkansas Frameworks and Curriculum

Standards. Students are supported, as needed, with math and reading tutoring (Direct Instruction) to develop study skill habits and learning strategies in tutoring.

Standard X: Personnel

15.03.1 Licensure and Renewal
15.03.2
15.03.3

6-17-1001 – Minimum bases salary – Master's degree
The term "teacher" at CK Academy shall include any employee who is highly qualified in their subject matter with or without a license from the State Board of Education. (Note: This request in no way asks to be exempt from paying the minimum base salary for teachers.

6-13-608 Length of Directors' Terms
Trustees serve three years terms.

6-17-203 - Committee for each school district
Representation from the Board of Trustees, teachers, parents and the administrators will establish the personnel policies. However, being a small school, there will be fewer than five (5) selected by the other teachers to represent them.

6-17-1501 through 6-17-1510 - Teacher Fair Dismissal Act
Employees will be afforded constitutional due process in all dismissals.

Standard XI: 16.03.01 Health and Safety Services
School nurse requirements will be met.

16.01.01 through 16.01.03 Guidance and Counseling
With careful selection of an administrator and teachers, the duties of providing appropriate guidance to aid students in and career development will be assumed by one or more of the staff. CKA will seek to hire an appropriate certified counselor staff to meet individual needs of students when enrollment exceeds 400 students.

16.02.02 – 16.02.03 - Media Services
At the beginning, CKA will utilize the Southwest Little Rock Library (Dee Brown) and its media specialist.

6-10-106. Uniform dates for beginning and end of school year.
Since the school year at CK Academy will be 188 days—10 days longer than is required by law—the Board of Trustees is requesting that the school year start earlier than is prescribed by law. The first day of school for students for the 2007-2008 school year would be August 13, 2007.

6-20-1402-1407 Minimum School House Construction Standards

CK Academy will meet all requirements regarding health and safety as well as the Americans with Disability Act (ADA) and Individuals with Disabilities Act (IDEA); however, it may not be able to meet all the minimum school house construction standards.

Our intent is to abide by each law governing the waivers.

We will invite an array of members from the workforce community to visit our school and educate students about career choices. Background checks will be administered for all visiting workforce members.

OBJECTIVE 20

As an open-enrollment charter school, CKA expects to draw students from throughout Pulaski County and a small portion of Saline County. The founders of CKA envision a school that will serve a diverse student population that is reflective of this large geographic area from which students come. CKA ensures compliance with the Little Rock School District (LRSD) desegregation order of minority students for secondary schools and firmly believes that the charter school will not negatively impact the racial balance of Little Rock, Pulaski County Special and North Little Rock School Districts.

According to its recently published "Applying Federal Civil Rights Guidelines for Charter Schools," the U.S. Departments of Education and Justice state: "In many cases, the limited number of students enrolled in a charter school does not have a significant impact on the attendance patterns and enrollment in the appropriate LEA's (local educational agency) other schools, and does not adversely affect compliance with the desegregation order."

CKA will initially serve a total of 180 students in three grades (6^{th}-8^{th}). There are approximately 54,500 students enrolled in the Pulaski County Special School District (PCSSD), Little Rock School District (LRSD), and North Little Rock School District (NLRSD) – or roughly 11,000 students in 6^{th} and 8^{th} grades. CKA will target these grades the 2007-2008 school year. CKA will draw only 1.25% of the total student population from these three grades and will not significantly or negatively impact any of these districts racially. In fact, some students will probably come from private schools, home schools, or other school districts making this percentage even smaller.

CKA will administer a weighted lottery to acknowledge the desegregation mandate on the Little Rock School District. Enrollment population percentages will match closely with those of the Little Rock School District.

LEGAL COMMENTS

Great River Academic Center for Excellence, Inc. is our sponsoring organization while awaiting 501(c) 3 status.

Core subject teachers will have a bachelor's degree and meet content knowledge requirements.

Certified teachers will administer the standardized assessments.

All teachers and school personal will submit to a criminal background check.

9.03.04 waiver is being requested due to CKA adding an additional grade level each year.

ADDITIONAL CONCERNS AND COMMENTS

Saturday LIFT is a required program for all students.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:05	Brain Breakfast				
8:05-9:05	Reading				
9:10-10:10	Math				
10:15-11:15	English				
11:20-12:20	Social Studies				
12:20-12:50	Lunch				
12:55-1:55	Science				
2:00-3:00	Health/PE/Music/ Art				
3:00-3:45	Foreign Language/AVID				
3:45	DISMISSAL				
3:45-5:00	Electives				

Professional development will be offered regularly to the staff of CKA. Local and national workshops will be considered to support core content subjects.

Great River Academic Center for Excellence, Inc. is currently our sponsoring 501(c) 3 fiscal agent. City of Fire Community Development Center, Inc. (waiting 501(c) 3 approval) will be CKA's sponsoring agent. Covenant Keepers Academy is the open-enrollment charter school.

See updated calendar below.

YEAR	MONTH	DATE	CALENDAR
2007	August	2 – 10	PD/Teacher Planning
		13 – 17	School Opening – 1st Week
		20 – 24	
		27 – 31	
	September	3 – 7	Labor Day (School Closed)
		10 – 14	
		17 – 22	
		24 – 28	
	October	1 – 5	Prof. Development (October 4 & 5)
		8 – 12	
		15 – 19	
		22 – 26	
	Oct. – Nov.	29 – 2	
	November	5 – 9	
		12 – 16	
		19 – 20	
		21 – 23	Thanksgiving (School Closed)
		26 – 30	
	December	3 – 7	
		10 – 14	
		17 – 21	
		24 – 28	Christmas Vacation (School Closed)
2008	Dec. – Jan	31 – 4	New Year's Day Holiday (Closed)
	January	7 – 11	School Re-opens
		14 – 18	MLK Jr. (Closed January 15)
		21 – 25	
	Jan. – Feb.	28 – 1	
	February	4 – 8	
		11 – 15	
		18 – 22	
		25 – 29	Leap Year
	March	3 – 7	Prof. Development (March 7)
		10 – 14	
		17 – 21	
		24 – 28	Spring Break (School Closed)
	Mar. – April	31 – 4	
	April	7 – 11	
		14 – 18	
		21 – 25	
	Apr. May	28 – 2	
	May	5 – 9	
		12 – 16	Prof. Development (May 16)
	May	19 – 23	
		26 - 30	
	June	2 – 3	Last Day of School

New lease agreement will be available at hearing.

Ms. McCray's lease is no longer contingent upon the approval of this application.

The secretary's salary was included in the Administration salaries.

The lists of supporters identify various members of the community who are interested in CKA.

Charter School Application
Budget Worksheet

Directions: Fill in the budget expenses under the "Amount" heading. The "Total" column will calculate automatically.

Line#	Revenues	Amount	Total
1	Estimated State Charter School Aid:		
2	No. of Students (180) x $5,497.00		
3	Total State Charter School Aid	$989,460.00	$989,460.00
4			
5	Other Sources of Revenues:		
6	Contributions		
7	Grants	$156,101.40	
8	Gifts		
9	Other *(Describe)*		
10	Total Other Sources of Revenues		$156,101.40
11			
12	**TOTAL REVENUES**		$1,145,561.40
13			
14	**Expenditures**	**Amount**	**Total**
15			
16	Administration:		
17	Salaries: *(No. of Positions___)*	$98,000.00	
18	Fringe Benefits	$32,210.20	
19	Purchased Services		
20	Supplies and Materials	$5,000.00	
21	Equipment		
22	Other *(Describe)*		$135,210.20
23			
24	Regular Classroom Instruction:		
25	Salaries: *(No. of Positions___)*	$409,608.00	
26	Fringe Benefits	$145,164.13	
27	Purchased Services	$20,772.00	
28	Supplies and Materials	$90,000.00	
29	Equipment		
30	Other *(Describe)*		$665,544.13
31			
32	Special Education:		
33	Salaries: *(No. of Positions___)*		
34	Fringe Benefits		
35	Purchased Services	$19,000.00	
36	Supplies and Materials		
37	Equipment		
38	Other *(Describe)*		$19,000.00

39			
40	Gifted and Talented Program:		
41	Salaries: *(No. of Positions___)*		
42	Fringe Benefits		
43	Purchased Services		
44	Supplies and Materials		
45	Equipment		
46	Other *(Describe)*		$0.00
47			
48	Alternative Education Program:		
49	Salaries: *(No. of Positions___)*		
50	Fringe Benefits		
51	Purchased Services		
52	Supplies and Materials		
53	Equipment		
54	Other *(Describe)*		$0.00
55			
56	Guidance Services:		
57	Salaries: *(No. of Positions___)*		
58	Fringe Benefits		
59	Purchased Services	$7,000.00	
60	Supplies and Materials		
61	Equipment		
62	Other *(Describe)*		$7,000.00
63			
64	Health Services:		
65	Salaries: *(No. of Positions___)*		
66	Fringe Benefits		
67	Purchased Services	$35,720.00	
68	Supplies and Materials		
69	Equipment		
70	Other *(Describe)*		$35,720.00
71			
72	Media Services:		
73	Salaries: *(No. of Positions___)*		
74	Fringe Benefits		
75	Purchased Services	$2,000.00	
76	Supplies and Materials		
77	Equipment		
78	Other *(Describe)*		$2,000.00
79			
80	Fiscal Services:		
81	Salaries: *(No. of Positions___)*		
82	Fringe Benefits		
83	Purchased Services	$9,000.00	
84	Supplies and Materials		
85	Equipment		
86	Other *(Describe)*		$9,000.00

Maintenance and Operation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
(include utilities)		$29,000.00	
Supplies and Materials		$18,000.00	
Equipment			
Other *(Describe)*			$47,000.00
Pupil Transportation:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Food Services:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*		$11,660.00	
Fringe Benefits			$11,660.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Technology & Tutoring)		$94,393.00	$94,393.00
TOTAL EXPENDITURES			$1,026,527.33

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- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
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NLRSD
Mr. Kenneth Kinspel. Supt.
2700 Poplar
N.L.R. AR 72114

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X ☑ Agent ☐ Addres

B. Received by (Printed Name) C. Date of Deli 8 2 0

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Return Receipt Fee (Endorsement Required)	1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)		Clerk: KZ03C6
Total Postage & Fees	$ 4.64	08/07/06

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NORTH LITTLE ROCK, AR 72114

Postage	$ 0.39	UNIT ID: 0113
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)		Clerk: KZ03C6
Total Postage & Fees	$ 4.64	08/07/06

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Street, Apt. No.; or PO Box No.
City, State, ZIP+4

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1. Article Addressed to:

Dr. Roy Brooks, Supt
LRSD
810 West Markham
LRock, AR 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Donnie Skelton ☐ Agent ☐ Addre

B. Received by (Printed Name) Donnie Skelton C. Date of Del 8/10/

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
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☐ Registered ☐ Return Receipt for Merch
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 7848 1608

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1. Article Addressed to:

Dr. Roy Brooks, Supt
LRSD
810 W. Markham
LR, AR 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Donnie Slotter ☐ Agent ☐ Addre

B. Received by (Printed Name) Donnie Slotter C. Date of Deli 8/10/(

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchan
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

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Return Receipt Fee (Endorsement Required)	1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)		Clerk: KZ03C6
Total Postage & Fees	$ 4.64	08/07/06

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LITTLE ROCK, AR 72201

Postage	$ 0.39	UNIT ID: 0113
Certified Fee	2.40	
Return Receipt Fee (Endorsement Required)	1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)		Clerk: KZ03C6
Total Postage & Fees	$ 4.64	08/07/06

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City, State, ZIP+4

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1. Article Addressed to:

PCSSD
Dr. James R. Sharpe, Supt
925 East Dixon Rd.
LR, AR 72216

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Barbara Young ☐ Agent ☐ Address

B. Received by (Printed Name) C. Date of Deliv

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

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☐ Registered ☐ Return Receipt for Merchanc
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 7848 1622

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UNIVERSITY of ARKANSAS
1871

College of Education and Health Professions
Department of Education Reform
Arkansas Charter School Resource Center

15 West Avenue Annex
Fayetteville, Arkansas 72701
(479) 575-4292
(479) 575-4332 (FAX)

30 September 2006

Dear Sir/Madam;

We have worked with the applicant group for the K-8 school to be known as Covenant Keepers Academy for College Bound Students from the beginning of the application process. The group was made up of educators, community members, and other professionals. Two of the founders have charter school experience in Arkansas one as a Trustee and parent, and the other as a parent. The applicant group is intimately familiar with the needs of the area in which they seek to open their school.

The applicant group took full advantage of the consultants offered through the Arkansas Charter School Resource Center in the areas of curriculum, statistics/evaluation, technology, governance, facilities, and finance. Their plan includes membership on the ACSRC Technology Consortium and other shared resources in special education and fiscal services.

The school will be based on the Core Knowledge Sequence supplemented with Direct Instruction Math and Reading, and PLATO and foreign language. Character education will also play a significant role. The program is ambitious, but proven.

It is our opinion that the plan has been thoughtfully and carefully designed to meet all standards set forth in the Arkansas charter school law, and that the group has the capacity to implement the program as written. We also believe that the applicant group has selected a location in an area with uncontestable need for an education alternative more likely to produce academic success than currently exists.

We respectfully offer our endorsement of this proposal.

Cordially,

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
15 West Avenue
University of Arkansas
Fayetteville, AR 72701

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OCT 09 2006
CHARTER SCHOOL OFFICE

The University of Arkansas is an equal opportunity/affirmative action institution.

Pathway Community Development Corporation
914 S. Melton
Dermont, AR 71638
870.723.6435

RE: Application for Open Enrolment Charter, Covenant Keepers for College Bound Students

Dear Sir/Madam;

Please accept this letter of support for City of Fire Development, Inc., whose 501c3 tax exempt status is currently pending. Pathways Community Development Corporation is a nonprofit foundation with IRS determined 501(c)(3) tax exempt status.

Hurley Jones, Director

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AUG 0 1 2006
CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

November 17, 2006

Dr. Reginald J. Hampton
1714 Broadway
Little Rock, AR 72206

Re: Notice of Appeal/State Board Hearing
Learning for Life Academy

Dear Dr. Hampton:

I am writing to inform you that your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Little Rock School District has been received, and a hearing on your application will occur at the State Board's meeting of December 11, 2006. The meeting will begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 9.02.01 of the Department of Education's *Rules Governing Charter Schools*, a copy of which is enclosed.

Please ensure that you attend the hearing and that you have all necessary personnel and documentation with you to address any questions from the State Board concerning your application.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith

Scott Smith
General Counsel

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NOV 21 2006
CHARTER SCHOOL OFFICE

SS/tw/slr
cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Roy Brooks, Little Rock School District
Superintendent Ken Kirspel, North Little Rock School District
Superintendent James Sharpe, Pulaski County Special School District

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

9.02 In the event an application is denied by the local board, the State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal at a location where all interested parties may appear and present relevant information regarding the proposed open-enrollment charter school.

9.02.01 The local board and the boards likely to be affected by the proposed charter school shall have a combined total of twenty (20) minutes to present the arguments for disapproval of the charter school to the State Board. Following the presentations by the public school district boards of education, the charter applicant shall have twenty (20) minutes to present its arguments to the State Board for approval of the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.

9.03 The State Board shall review the applications for proposed charter schools. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.

9.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.

9.05 The decision of the State Board shall be final.

10.00 Content of Application and Charter

10.01 The charter school application shall include, but is not limited to the following:

10.01.01 educational mission;

10.01.02 educational need;

10.01.03 description of public hearing results;

10.01.04 description of educational plan, which clearly addresses how charter school will improve student learning and academic achievement and meet or exceed state goals;

10.01.05 description of governance and organizational structure;

10.01.06 description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority

LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

October 27, 2006

Mrs. Ann Brown
Charter School Liaison
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

Dear Mrs. Brown:

The Little Rock School District Board of Education convened on October 26, 2006, at 810 West Markham Street. At that time, the Board voted unanimously to submit a fiscal impact statement notifying the Arkansas Department of Education that the operation of the Learning for Life Academy Charter School proposed by Education Consortia, Inc. and Dr. Reginald Hampton could have a negative fiscal impact on the Little Rock School District and could potentially adversely affect the District's academic improvement efforts.

Your consideration of our position is appreciated.

Sincerely,

President
Board of Education

Roy Brooks, Ed. D.
Superintendent of Schools

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NOV 01 2006
CHARTER SCHOOL OFFICE

Dr. Linda Watson
Senior Director of Student Services

DATES TO REMEMBER:

Nov. 2-3 AEA Days Students Out
Nov.6 Secondary Report Cards
Nov. 13-17 American Education Week
Nov. 14 VIPS Reading Day
Nov. 14 PTA Council, Fulbright
Nov. 16 School Board Meeting
Nov. 19 Middle School Transition Meeting, Hall High
Nov. 22-24 Thanksgiving Holiday
Dec. 12 PTA Council Wakefield
Dec. 14 School Board Meeting
Dec. 21-Jan. 5 Winter Vacation
Jan. 8 Classes Resume

Items Needed For Registration:
Birth Certificate
Social Security Number
Proof of Address

LITTLE ROCK SCHOOL DISTRICT

Student Registration Office

501 Sherman Street, Little Rock, AR 72202 501-447-2950 www.lrsd.org

FAX COVER SHEET
501-447-2951

To: Mary Ann Brown

Fax Number: 371-3514

From: Linda Watson

Date: 11/21/06

Pages Including Cover Sheet: 3

Re: Dr. Reginald Hampton

cc: Learning for Life

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NOV 27 [illegible]
CHARTER SCHOOL OFFICE

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
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1. Article Addressed to:

Learning for Life
Dr. Reginald Hampton
401 W. Roosevelt Rd.
Little Rock, Ar
72202

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7 November 2006

Arkansas State Board of Education
% Ms. Mary Ann D. Brown
Arkansas Department of Education
#4 Capitol Mall, Room 404A
Little Rock, AR 72201

VIA CERTIFIED MAIL
7003-3110-0000-4636-9812

Dear Ladies and Gentlemen;

Education Consortia, Inc. (ECI) has filed an application to establish an open-enrollment charter school ("Learning for Life Academy") within the Little Rock School District (LRSD). LRSD has now filed its objection. Please accept this letter as ECI's written notice of appeal.

ECI holds Dr. Brooks and the School Board in high esteem, and it our desire to work collaboratively to improve public education for all children in Pulaski County and the State of Arkansas.

ECI has timely submitted its application in strict compliance with all statutory and regulatory requirements. ECI's application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Arkansas Charter Schools Act of 1999, as amended 2005, *Ark. Code Ann. § 6-23-102.* Nonetheless, LRSD opposes the application.

The written findings of the LRSD address a primary concern that the charter school "*could potentially* adversely affect the District's academic improvement efforts." We hold that the plan of educational intervention, assessment, and ongoing research into ways to increase the academic achievement of public school students *will probably* positively affect the District's academic improvement efforts.

We are most concerned about the stubborn education achievement gap that exists between black and white students, to such an extreme degree in the LRSD.

Recently the mandatory parental notification made by LRSD correctly advised middle school students of their "right" to request a transfer into another school within the district which was not in academic distress ... but had to inform parents there were no alternatives.

Therein lays the need this open enrollment charter schools and the increased research resources that will be brought to bear through partnerships with the Arkansas Charter School Resource Center.

In regard to LRSD's anticipated loss of students, statistical data shows that it will be less than one half of one percent. There is no doubt that the legislature considered the potential financial consequences of the Act on the existing school districts and, ultimately, decided that this impact is outweighed by the educational needs of our children.

Finally, LRSD neglects to acknowledge that the Arkansas State Board of Education will oversee the charter school's operations. If ECI breaches its charter contract, it will close and its students will return to their respective districts. The only way LRSD could be adversely affected in the long run is if the charter school is successful and the LRSD does not accelerate its academic improvement efforts and continues to fail the number of children currently being failed.

Ark. Code Ann. § 6-23-304, entitled "Requirements -- Preference for certain districts," provides as follows:

> (a) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the board from any public school district likely to be affected by the charter school.
>
> (b) The state board shall give preference in approving an application for a charter school to be located in any public school district:
> (1) Where the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
> (2) Where the district has been classified by the state board as in academic distress under § 6-15-428; or
> (3) Where the district has been classified by the Department of Education as showing the greatest need for school improvement under § 6-15-426.

Accordingly, the Arkansas Department of Education promulgated rule/regulation 10.03, entitled "Preference for Approval of Open-Enrollment Charters," which reads as follows:

> The state board shall give preference in approving an application for a charter school to be located in any public school district:
>
> 10.03.1 Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;
>
> 10.3.2 Where the district has been classified by the State Board as in academic distress under Ark. Code Ann.§ 6-15-428; or

10.03.3 Where the district has been classified by the Department of Education as showing the greatest need for school improvement under Ark. Code Ann.§ 6-15-426.

The Learning for Life Academy students will be located in a district which meets not one, but all three of the criteria established for giving preference to an applicant.

ECI respectfully requests that the local district's objection be held for naught; that the State Board approve the application; and for all other necessary and proper relief to which the students of Pulaski County, Arkansas, are entitled.

Respectfully submitted,

Education Consortia, Inc.

By: Reginald Hampton
Dr. Reginald Hampton, President

RECEIVED
NOV 15 2006
CHARTER SCHOOL OFFICE

Education Consortia Inc.
405 Roosevelt Street
Little Rock, Arkansas
Telephone 501 375-7523 Fax

July 26, 2006

Arkansas Department of Education
Charter School Office
#4 Capitol Mall. Room 305-B
Little Rock, Arkansas 72201

Dear Sir or Madam:

Education Consortia Inc. a non profit corporation chartered in Arkansas (501 (c) 3 application pending) files a letter of intent to operate an open enrollment Charter School in the 2nd Congressional District of Arkansas. The School will be located at 401 Roosevelt Road in Little Rock, Arkansas. The contact person in regard to the application process is: Dr. R.J. Hampton, 1714 Broadway, Little Rock, Arkansas 72206. The Telephone number 501 375-7523.

Education Consortia Inc. sponsors institutes, seminars and other promotable items to advance progress in education and increase public awareness of the impact of youth being at risk of educational failure. Education Consortia Inc. was founded by Dr. R.J. Hampton, former President of Shorter College in North Little Rock and Founder of the Church of the Good Samaritan of Little Rock.

The name of the proposed school is Learning for Life Academy. The Mission of Learning for Life Academy Charter is to provide an intensely motivational and supportive classroom environment for at risk youth, accomplished through interactive processes, visual learning experiences, mentorship, structured tutorials, and parent participation. The School will begin operations as an open enrollment charter school in grades 4-8, focused on students at risk of educational failure in Pulaski County. Expansion is projected in grades K-8.

Learning for Life academy will combine three basic principles in its Program of Education; (1) "Back to the Basics" training in the major subject areas of Math, Reading and Literacy (2) establishing personal responsibility for learning in youth as a value (3) extending the support structure of the education process to engage parents in the learning process

Sincerely,

R.J. Hampton
Board Chairman

RECEIVED
JUN 28 2006
CHARTER SCHOOL OFFICE

Education Consortia Inc.
405 Roosevelt Street
Little Rock, Arkansas
Telephone 501375-7523

July 28, 2006

Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

Dear Sir or Madam:

Education Consortia Inc., a non profit corporation chartered in Arkansas as a 501 (c) 3 (application pending) files a letter of intent to operate an open enrollment Charter School in the 3rd Congressional District of Arkansas. The name of the proposed school is Forward Step Learning Academy. The mission of Forward Step Academy is to provide a supportive and wholesome classroom environment for at risk youth utilizing visual learning experiences, mentorship, structured tutorials, and parental and community participation. The School will begin operations as an open enrollment charter school for grades 4-8. The contact person regarding the application process is: Diane L. Burl, 721 N. 8th Street, Fort Smith, AR 72901/ (870) 926-5448 or (479) 783-7140.

Forward Step Learning Academy will empower local youth to understand their role in society by teaching the major subject areas Math, Literacy and Science; assisting them to assess their gifts and talents; encouraging them to utilize these gifts and talents with integrity to advance in society and for personal and economic growth. Parents and the community will play an instrumental role in each child's development by participating in programs and activities that will enhance each child's potential for positive development and entrepreneurial activities.

Specifically, Forward Step Learning Academy will liaison with local businesses (and eventually international businesses) to develop the business acumen of its students by having them face and resolve real life issues through internships. Social services, such as family counseling, mental health care, drug rehabilitation counseling, physical education and health, will be also available at the school via seminars and a professional services referral program.

RECEIVED
JUL 31 2006
CHARTER SCHOOL OFFICE

Forward Step Learning Academy will initially fall under the rubric of Education Consortia Inc., which sponsors institutes, seminars and other educational projects to advance academic achievement and increase public awareness of the impact of youth being at risk of educational failure. Dr. R. J. Hampton, former President of Shorter College in North Little Rock and founder of the Church of the Good Samaritan of Little Rock, founded Education Consortia Inc.

Sincerely,

Diane L. Burl,
Board Chairman

October 13, 2006

Mrs. Mary Brown, Director
Arkansas Charter Schools
4 State Capitol Mall
Room 305-B
Little Rock, AR 72201

Dear Mrs. Brown:

Notices of intent and our application (Education Consortia-Learning for Life Academy) for a state chartered school have been mailed certified to the superintendents of the Little Rock, North Little Rock and Pulaski County school districts.

Our letter of intent was mailed certified to the three aforementioned superintendents and members of their board.

With kind regards,

R.J. Hampton

R.J. Hampton, Board Chairman
Education Consortia, Inc-Learning for Life
Academy

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Recipient's Name Dr. Reginald Hampton Phone (501) 375-7523

Company Education Consortia, Inc / Learning Life Acad.

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- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

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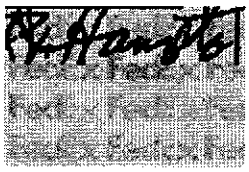

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November 15, 2006

Dr. Reginald J. Hampton
Education Consortia, Inc.
1714 Broadway
Little Rock, AR 72206

Dear Dr. Hampton,

This letter is to inform you of the completion of the evaluation of the application for Learning for Life Academy as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Monday, November 27, 2006**. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown
Charter Schools Program Director

MAB/ms

Enclosure: Learning for Life Academy Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Learning for Life Academy

Eligible entity status:
Nonsectarian organization exempt from taxes under Section 501(c)(3)

Status of 501(c) (3) Application OK

Comments:
Great River Academic Center for Excellence letter included. No indication of separate status for Learning 4 Life Academy.

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment charter school? Provide copies of any supporting evidence received.

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
• Description presented for the objective is vague or missing	• Description for the objective is present but lacks detail.	• Description for the objective is complete and details all required information.

Average Score 6/10

Strengths:
There is indication that a meeting was held. Letters of support were attached to the application.

Weaknesses:
No evidence supporting the number of attendees at the meeting, or the number of children or families interested in the school was provided. There are no vote tallies, minutes or other documentation of the attendance at the meeting. No sign in sheets.

No reference of how the support for the school was determined by the attendance of 10 people. What were the presentations concerned or addressed? Does ten people represent and justify support for the school?

OBJECTIVE 2

Does the application provide documentation that each of the following requirements of Act 1311 of 2001 were met?

A. *The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from which students will be drawn.*

B. *The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten-point size and shall be no less than two by four inches in size.*

C. *The last publication of notice shall be no less than seven days prior to the public meeting.*

D. *Letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment charter school will be located.*

(The required letters to the school board members shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 3/10

Weaknesses:

The attachments include a copy of an advertisement/notice that may be from a newspaper. However, no documentation providing evidence of the dates of publication or an invoice or other evidence showing the size, date, and placement of the notice is provided. Charter should have included whole newspaper announcement.

There is no indication that letters were sent to any of the contiguous districts.

OBJECTIVE 3

Does the application describes the governing structure of the open-enrollment charter, 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.

Average Score 5/10

Weaknesses:
The duties and responsibilities of the five named board positions are not clear. No justification was give for appointing rather than electing remaining members. No information on the process for appointing remaining board members was provided. What will be the length of time served by the Board members? Consisting of whom?

The role of the parent in the leadership and decision-making functions of the school is very limited. Will the parent coordinator be paid or just identified and volunteering? If paid, there is no salary for this position in the budget. Individual partners' responsibilities are not clear (i.e. parents, teachers, and students). Charter may want to separate these three entities with specific responsibilities so the accountability can be clear. The sample Parental Agreement Form said to be attached could not be found.

The role of the community is also unclear. There are some letters of support from community organizations, but the terms of their support are very general and do not indicate they are expecting to participate in business-sponsored grants, donations, a Partners-in-Education program, festivals, technology, career day or recognition of academic excellence; yet all these programs were named specifically in the application.

What will be the responsibility of the teacher as far as communication to the parent is concerned? Will there be any physical conference requirements?

No reference to the role of the administrator in this objective.

OBJECTIVE 4

Does the application give the mission statement for the proposed open-enrollment charter school?

Average Score 7/10

Strength:
Mission statement is included

Weakness:
Mission statement lacks detail, and makes no mention of the unique qualities or needs of the students expected to enroll in this school. Some of the basic elements such as who, what, when, where and how, are missing.

OBJECTIVE 5

Does the application provide a description of the educational need for the school?

Average Score 7/10

Strengths:
The use of Benchmark scores was effective.

Charter also sites economical need for parents who are unable to pay tuition for private school and a need for innovative and progressive developments.

Weaknesses:
The application should have included secondary data such as attendance, discipline and norm-referenced data. Being able to compare the Benchmark data against state averages would also have been helpful and would have strengthened the application. Data for the Bryant School District, a district contiguous to the one identified to house the proposed charter school, was omitted.

OBJECTIVE 6

Does the application describe the educational program to be offered by the charter school?

Average Score 6/10

Strengths:
A description of the curriculum is provided. Oklahoma data is useful and appropriate for this use. Vertical teaming strategy is identified.

Core Knowledge Sequencing will be used. Parental involvement will include resource, school planning, and intervention strategy planning. Good use of research based citations showing that performance, collaboration, and learner experiences high as to the norm-referenced testing.

Weaknesses:
No explanation is given for the CTBS test?

Caution should be given that data are in no way skewed or biased either for or against the proposed curriculum. Reference materials cited are dated.

Who is/are NFTDI and why will they be analyzing student data? What is the cost of this analysis, and how will the results be used to guide instructional practices?

How many days will the school year comprise?

Unless a waiver is granted for the law(s) governing music and art instruction to 4th through 8th grades, instruction in these subjects is required. Art and music history are on schedules, however, on page 13 Charter states students will be given an opportunity to participate in the programs. Does that mean it is not required that they have instruction in art and music? More specifics on time allotted for physical education, art and music are needed.

There is no indication of how the three programs will be integrated to produce a complete, coherent curriculum or how much time it will take for teachers to learn to use these programs.

According to the application the teachers will not necessarily be certified, and there is no direct assurance that the lead teacher will be certified. Teachers will need substantial and ongoing professional development in order to create a curriculum out of these programs.

Plato is a good idea as long as it is not the sole source of instruction. Which major 3 or 4 techniques will Charter employ of those listed on page 10?

There is a concern regarding incorporating subjects because they are often not covered. Charter wants to ensure that the frameworks associated with the required subjects are well documented when incorporated. Charter may want to document frameworks covered and when covered in schedules or lesson plans - especially with science and social studies. There are health frameworks that must be covered, plus physical education/activity which are required by law.

How will library services be rendered? Can the charter establish "classroom" libraries with a minimum of books per classroom?

The student/teacher ratios are difficult to determine.

When will remediation be instituted? Remediation does not count in core instructional time.

OBJECTIVE 7

Does the application list the specific measurable goals based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools' initial three (3) year period.

Average Score 6/10

Strength:
Meeting or exceeding state averages on norm-referenced tests is a reasonable goal.

Weaknesses:
Reliance on computer-based assessments, including Northwest Evaluation Association's assessment is a concern. Using Benchmark released items to establish performance levels would have been a more appropriate strategy.

The applicant seeks a waiver from Adequate Yearly Progress goals for the first three years of operation.

What will be the immediate resources of assessment other than test scores by teacher? A major concern is placing the child in a situation of having gone whole semester without grasping concepts or objectives. What exactly are the first year immediate goals for the charter or even first 6 months? Is there going to be any tool in place to monitor weekly or bi-weekly progress on areas child is not proficient in? Constant effective monitoring is critical to success of Charter.

Goals appear to be specific for three (3) year range. What about immediate goals?

The comparisons to the other schools on state mandated testing might be the weakest measure since the charter school promotes more specialized and targeted groups than the other schools.

OBJECTIVE 8

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Average Score 4/10

Strength:
In previous sections of the application, an assurance that the curriculum is aligned with the Arkansas Frameworks is provided.

Weaknesses:
Only an assurance of alignment is provided in this section. Assurances alone are insufficient to identify a process by which ongoing curriculum alignment occurs. The frameworks for the four core areas - English/language arts, mathematics, social studies and science are constantly being revised. However, it is not addressed in the application.

It seems that the school will be using texts and frameworks for Arkansas Public Schools while using the methodology previously alluded to. How will the scope-sequencing evolve by integrating current curriculum to these methods?

Staff development will be critical to ensure teachers are able to teach the aligned curriculum. What are the staff development expectations? What is the assurance?

Has the Director ensured the curriculum covers the changes? Charter will need to have protocol in place to stay abreast of changes.

Does Charter clearly understand what aligning the curriculum really means or are they just allowing an entity to do it for them? Will teachers meet to ensure all elements are covered? How will Charter ensure that frameworks are not "left out" or "looked over"?

OBJECTIVE 9

Does the application describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment charter school?

Average Score 7/10

Strength:
The information provided in the application is consistent.

Weaknesses:
The Bryant School District is not included in the list of districts that may be affected by the charter school, but the Bryant School District is contiguous to the Little Rock School District.

Charter should add graduation and degree obtainment, age percentages, and general geographical information.

OBJECTIVE 10

Does the application describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives? (See Standards for Accreditation, Section II. Goals and Administration of Arkansas Schools, B. School District Goals, Number 2.)

Average Score 7/10

Strength:
The assurance of annual public report is provided

Weaknesses:
Elements of annual public report are missing from the application.

Will there be parent/teacher conferences? Will academic progress be reported in some form to parents weekly or bi-weekly?

Would like to see consistent, thorough, immediate student data shared with parents on a regular basis. Student data report should also include information regarding areas other than academics. Additional information regarding social well being of the student would be helpful. It is vital to student success that all of their needs are met. All parties-parents, students, teachers, community-should be involved and Charter should institute a level of accountability to assign responsibility to each party.

OBJECTIVE 11

Does the application describe the enrollment criteria and student admission, recruitment and selection processes for the proposed charter school? Include a

statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in ACT 463 of 2001.

Average Score 6/10

Strengths:
The application includes most basic information required. An assurance that the school's make-up will reflect that of the community at large is included in the application.

It includes Parental Agreement/Sibling preference/At-Risk student concentration of enrollment and the obvious notification of not to favor for race, gender, disability, etc.

Weaknesses:
No process for random selection of students if demand exceeds capacity is included in the application. No evidence of a statement concerning over-enrollment and a nondiscriminatory selection policy.

OBJECTIVE 12

Does the application summarize the job descriptions of the school director and other key personnel? Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.

Average Score 5/10

Strength:
Description of some positions and their responsibilities are included.

Weaknesses:
Teachers will not necessarily be certified. There is no indication of what "otherwise qualified" means.

The qualifications of the Counselor may be insufficient to perform the functions required of professional school counseling.

There are no identified qualifications of any person who will be teaching Special Education. This is a major concern as the education of these children requires exceptional qualifications and a thorough knowledge of laws pertaining to special education. How will a half-time Special Education teacher be scheduled to work with full-time students?
At risk children and children with behavioral problems have a special need for a full time counselor. Will Charter be able to incorporate a full time counselor position in the budget? A counselor is also needed to assist with academic issues, testing, guidance plans as well as counseling duties for the children.

Regular classroom teachers and classified staff's qualifications and job duties were not outlined.

Sixty college hours are required for paraprofessionals and aides.

Is the business manager for Hope Academy being shared with the business manager for Learning for Life Academy (page 18)? If so, manager should not be paid full salary from both places. Budget will need to reflect half-time in both Charters. Is the fiscal position the same as the business manager? If not, where is the salary for the business manager? Also, where is the salary for the half-time lead teacher? What are the two full-time administrative positions? Should positions with no salary in the budget be assumed to be volunteers? Budget needs to be revised.

Based on descriptions for teachers, who will teach several subjects, Charter may want to budget additional moneis for professional development.

Comments from Finance Department:
The responsibilities listed for the Business Manager does not appear to be comprehensive and does not mention data entry into the APSCN system or use of Pentamation software.

OBJECTIVE 13

Does the application explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.

Average Score 6.5/10

Strength:
There is a general statement that the school will partner with another entity for APSCN fiscal services.

Weaknesses:
The information is vague and general. There is little specific information about the budget process. How will items be prioritized? How will raises be budgeted? What is the actual day to day process for business operations? Will there be a purchase order, inventory tracking, or line item accounting process? Who will be responsible for reconciling transactions and presenting this information to the Board members? How frequently will the financial status of the school be presented to the Board members? Will the books be open for the public? Who will be the second signature on checks?

Comments from the Finance Department:
The application states the Academy will partner with the Arkansas Charter School Resource Center Services Consortium for APSCN fiscal services and that the APSCN Fiscal Services Unit of the ACSRC will provide data necessary for

the decision making process. There is no evidence that the ACSRCSC program will be able to provide these services.

The application includes a description of budget implementation/ purchase order system. The description is a good beginning for formulating a PO Policy.

The applicant must comply with the requirement of Arkansas Code Ann. §6-11-128. This law requires all public schools to use specific applications of the Arkansas Public School Computer Network (APSCN) unless the school has received approval from the Department to use a software that meets the minimum reporting requirements and that the district supplies all district transaction information to the APSCN network in a compatible format and in sufficient detail as required by the department.

It is the responsibility of the applicant to either use the Pentamation software program or to request approval for use of another software.

OBJECTIVE 14

Does the application describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted?

Average Score 7/10

Weaknesses:
Will there be any individual site visits? Who will perform these? Based on statement on page 20, Charter will conduct internal audits. How often will these take place? Will there be some type of report presented to the Board members? Response to this question is not a description of how the audit will be done.

Comments from the Finance Department:
The application states the Academy will request a legislative audit. Defer to the Charter School office on the issue of legislative audits of Charter Schools.

OBJECTIVE 15

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Average Score 6/10

Strength:
Consideration has been given to the selection of the SIS data system to be used.

Weakness:
There is no information on how the JumpStart SIS and APSCN systems will be articulated.

OBJECTIVE 16

Does the application describe the facilities to be used? Give the present use of the facility and the use for the past three (3) years. 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 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 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 agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please 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 charter school will be located,

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

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

(4) Employees/directors/administrators of the proposed open-enrollment Charter school.

Include a statement that the facility will comply 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. 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.

Average Score 6/10

(See additional comments on the actual proposed site review by the Facilities Department. The average score above is not reflective of the site review.)

Strength:
There is an assurance that the building will be in compliance with the ADA and IDEA.

Weaknesses:
There are no statements regarding any relationship between the current owner and individuals associated with the charter application.

Application narrative and Facilities Utilization Agreement have conflicting statements. Page 21, indicates that the building/location has not been utilized for the past three years. Attached agreement indicates that the building has been used for religious activities for the past three years. There is also a discrepancy between these two pages on the square footage of the building. In the Facilities Utilization Agreement, the rental amount is $1.05. However in the budget, the rent expenditure is $50,000.

The application states that a multi-use gymnasium is expected to be constructed by year three of the charter agreement, but no source of funds is identified.

Statement "will be in compliance (page 21)" begs a question. It seems as the facility is not IDEA ready. A list of the items that will need to be addressed and timeframe of completion is needed. Is there a Plan B if the necessary changes can not be done in time for Charter to open? Charter will need to adjust budget as repairs for plumbing, electrical, and other maintenance issues may be more costly.

Will Charter make some type of accommodations for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and staff?

Is the area around the proposed site free of business that would cause concern for the safety of the children? How many classrooms will be available in the space?

Site Report by Facilities Department

1. **Charter School**: Learning for Life Academy

2. **Location**: 401 W. Roosevelt Little Rock, AR 72206

3. **General Observations**: A permanent facility has not been constructed for this charter school. They have identified a 2 ½ acre lot immediately adjacent to a church close to the intersection of Broadway and Roosevelt Road. It is in a commercial zoned area of Little Rock. The charter school intends to use assets of the church to meet part of their academic requirements.

4. **Academic Suitability**. It is difficult to determine the academic suitability of the facility. However, the applicant has indicated that they intend to use FEMA sponsored portable buildings to meet this need.

5. **ADA Accessibility**. This can not be determined at this point.

6. **Life Safety Codes**. This can not be determined at this point.

7. **Conclusions and recommendations**. It is impossible to determine the academic suitability of this facility. This is because it has not yet been constructed. The plan on the part of the charter school to use FEMA portables to meet their academic need should not be considered prudent for conducting the state mandated curriculum.

It is the responsibility of the renter (applicant) to get a clearance from the lessee (building owner) that the facility to be utilized is free of problems with asbestos and lead based paint.

OBJECTIVE 17

Does the application describe the manner in which the school will make provisions for the following student services?

A) Guidance Program
B) Health Services
C) Media Center
D) Transportation
E) Food Services
F) Special Education
G) Alternative Education
H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The charter school cannot waive the responsibility of providing services for students with disabilities.

Average Score 5.5/10

Strengths:

E. Charter will be located in the Little Rock area, several vendors are likely to bid on meal service and staff should be available. Lunch Meal service was a consideration when the daily schedule was created.

Charter School appears to have a current 501 (C) (3) designation by the IRS.

Weaknesses:

A. Will charter consider a full time counselor or come up with an alternative to stay in touch with the needs of students?

B. How will the Charter meet the every day health needs of students? What about kids that take daily meds or situations where student has a headache, stomach ache or fever?

C. Has the charter considered books in the classroom or a "classroom library"? How often will students be able to go to the Central library?

E. On page 28, Charter states there is a "cafeteria "and "kitchen area". Does that mean there are any appliances? Can accommodations be made for students

who bring their lunch? Charter will be located in vacant church facility, may not have adequate facilities. Charter did not offer a pre-selected vendor of meals, may have difficulty. Charter's relationship with sponsor is unclear and may affect the eligibility of program.

F. Special education eligibility addressed, plan revision needed to ensure services can be provided. Recommend the details of the arrangement with the Consortium be explained so that the application explains what "shared services" will include. The application is silent on instruction and related services. Page 24, Waivers requested: 6-17-203, recommend disapproval so that the department can review the school's discipline policies. 6-15-1004, 6-17-902. And 6-17-401, although an assurance is included, the application should understand that State special education rules and regulations are not waived. Recommend waivers for Expenditure requirements (page 24) and V.B.2 waiver (page 24) be clarified, special education budgets and classroom ratios/sizes can not be granted as "blanket" waivers.

G. No response regarding Alternative Education?

H. It sounds as though Gifted and Talented will be incorporated into lessons. This information will need to be well documented via lesson plans or some other means. Charter will need to provide an approved Gifted and Talented program if a waiver is not requested/approved for Gifted and Talented.

OBJECTIVE 18

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs?

Average Score 4/10

Strength:
There will be PT conferences and other opportunities provided.

Weaknesses:
There is no evidence of a response to this Objective per se.

What is the assurance that the parent will take part in the education of the child? Charter should encourage the parent to be a part of at least one committee or become a member in PTO.

One goal of the Charter was to develop more effective methods of communication between home and school. What are the strategies the Charter will use to reach this? How will charter accommodate the needs of parents who are unable to attend events/conferences?

OBJECTIVE 19

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules and regulations requested to be waived by title and section number if applicable. ***Does the application provide a brief description of the need for each waiver requested?***

Average Score 9/10

Weaknesses:
What specific flexibility is requested regarding grade scale? Charter will need to ensure that grades will not be inflated. Will Charter have written contracts for teachers? Charter may need some type of written agreement with number of hours and other expectations. Is Charter requesting waiver from salary minimums for teachers? More specifics are needed, since Charter appears to exceed the minimums in proposed salary schedule.

Charter needs to ensure that specific curriculum requirements elected to be incorporated will be well documented via lesson plans.

How will Charter make effort to abide by the intent of each of laws for which they are requesting a waiver?

No mention of workforce education requirements for 7th & 8th grade. How will charter cover these subjects? Charter may be able to bring in well qualified personnel-cosmetologist, welders, cashiers, doctors, however, caution is needed regarding non-Charter personnel contact with students. Charter may want to add assurance regarding protection of students with background checks for visiting and contracted personnel.

OBJECTIVE 20

Does the application provide a written evaluation describing the potential impact of the proposed 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?

Average Score 7/10

Strength:
A general statement is provided.

Weakness:
The statement would be more powerful with additional details.

LEGAL COMMENTS

1.) There is no proof in the application that the applicant complied with the requirements of Ark. Code Ann. § 6-23-302 (c)(1)(C) (notification of public hearing concerning the application sent to the superintendents of each of the school districts from which the charter school is likely to draw students as well as all contiguous districts).

2.) p. 15, Application: The statement is made that siblings of students and children of school employees will be given first priority to attend the school. Such a requirement does not appear to comply with Arkansas law nor the admission policy articulated in the application's "Statement of Assurances".

3.) p. 21: The application indicates that an agreement has been entered into with the Church of the Good Samaritan to lease a 12,600 square foot pre-fabricated modular building and land located at 401 West Roosevelt Road in Little Rock to house the school facility. There is no express statement that the facilities are currently in compliance with the requirements of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA). As the facility lease is with a sectarian organization, Ark. Code Ann. § 6-23-302 (c)(5)(C) requires that the terms of the facility agreement must be disclosed to the State Board.

Additionally, the applicant will need to ensure that the facility and site meet all safety, fire, health and zoning codes, as well as area regulations concerning establishments engaged in alcohol sales or adult entertainment; that insurance requirements on the facility are met; and that lease arrangements are reasonable for the local market.

4.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Department's Rules Governing Standards for Accreditation for Public School Districts:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures

are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Standards for Accreditation concerning Support Services, Guidance Counseling, Counselor and Media Services:
These waivers are not permissible, as they concern Standards which are required by law (Ark. Code Ann. § 6-15-202 (b)(2)).

c.) ADE Rule Governing Minimum Schoolhouse Construction:
This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

d.) Ark. Code Ann. § 6-17-1001 (Master's Degree - Minimum Salary). This statute has been repealed. Should the applicant wish to request a waiver from the minimum salary schedule requirements, it should request a waiver from the provisions of Ark. Code Ann. § 6-17-2403.

e.) Ark. Code Ann. § 6-16-124 and Sections 9.03.3.4 and 9.03.3 of the Standards Rules (concerning the teaching of Arkansas History): This waiver will not be permissible, as it concerns Standards which are required by law (Ark. Code Ann. §§ 6-15-202 (b)(2) and 6-16-124).

f.) Ark. Code Ann. § 6-15-902: The applicant wishes to use the grading scale described by § 6-15-902, but requests "to remain as flexible as possible in this area." If a waiver is granted here, it should only apply to non-core (i.e., elective) courses.

ADDITIONAL COMMENTS AND CONCERNS

Average Score Total 120/200

No attachments supporting narrative responses were provided.

Daily schedule/curriculum for Grades 7 and 8 indicate high school credit for Algebra A and B and Foreign Language. There is no provision for hiring teachers with appropriate certification for these classes. There is no information about seeking permission from the Arkansas Department of Education to provide high school credit in these grades.

Budgeted expenses for classroom positions are confusing. 10 + .5 + .5 FTEs for educators is indicated on page 19 of the application. For nursing staff .5 FTE (contracted at first) is also indicated on page 19.

On the proposed salary schedule, administrator salaries are expected to be at least $55,000. Yet on the budget worksheet, administrator salary expenditures are expected to be $67,000 for two administrators. This equals $33,500 each. Clarification is needed.

Additionally, on the Lease Agreement, the rent for the facility is $1.05. Yet on the budget, an amount of $50,000 is budgeted for rent. This is inconsistent.

The application, on page 19 identifies one nurse to be contracted until necessary to hire a nurse. However, the budget includes only $3,000 for health services expenditures.

There is also a .5 FTE Special Education salary on the budget, but it is unclear how that person's time will be divided since there are full-time special education students.

How will Charter communicate what responsibilities are of all parties (parents, teachers and students)? This way accountability can be assigned for success or failures of the student.

Charter may want to be mindful of Supplemental Educational Services requirements for students who are not proficient. Remediation may not be an option, but a requirement.

What exactly is the total number of days the Charter will be in session (teacher and student interaction)? Based on calendar estimations, number of days on calendar appears to be 185.5 days.

Is Charter eligible for Title V or Neglected and Delinquent funds? Charter may want to become familiar with these funds as they may give the Charter additional money and services.

Charter needs to include substitute teachers expenses in budget.

Additional information is needed regarding the following: What are the requirements for hiring staff as to number of years taught, degree, background check, minimum of number of references, substitution experience, and years experience working with children? How often will staff meet? Aides were mentioned on proposed salary schedule, however, was not included in the budget.

Why was Hope Academy business manager mentioned in application on page 18?

Application was somewhat confusing in some areas as so many names are mentioned for the Charter: Great River Academic Center for Excellence, Inc.-Blytheville, Education Corsortia, Inc., and Learning for Life Academy.

Though the Charter Entity/Board/Director may partner with outside sources to assist with the charter programs, it needs to be clearly understood that the sole responsibilities for <u>all</u> areas of compliance are that of the Charter Entity/Board/Director. This cannot be delegated.

DR. R. J. HAMPTON

1714 S. Broadway
Little Rock, AR 72206
Phone (501) 375-7523
Office (501) 372-6709

RECEIVED
NOV 27 2006
CHARTER SCHOOL OFFICE

November 27, 2006

Ms. Mary Brown
Arkansas Department of
Education Charter school division
4 State Capitol Mall
Little Rock, AR 72201

Dear Ms. Brown,

Herein are the comments relating to your evaluation of our application for a Charter to operate The Learning for Life Academy. Be advised that we are addressing the weaknesses only.

Objective 1

There were no specific requests for the information you state as weaknesses. We also were asked to be as brief as possible in our responses. The fact that our respondents were few relating to the public announcements in the Arkansas Democrat /Gazette is further indication of the need for The Leaning for Life Academy. At risk youth are generally the product of at risk parents. The students and parents of the students we seek to serve do not generally subscribe to the Arkansas Democrat/Gazette, and the few who do subscribe do not read the public notices. In order to reach the students and parents of at risk students you would have to concentrate your advertisement on radio and late night television.

Objective 2

We were not under the impression that this evidence would have to be submitted, but rather be required on an as need basis. Enclosed is the evidence you requested.

Objective 3

The full board is a work in progress, in which we shall proceed with caution. As stated in our application the board will be consistent with that of a corporate or higher education model, and will represent all facets of society necessary for a successful Charter school. We choose to appoint board members rather than elect at this time. It is our vision and we want that vision to be a concentrated one. There is a danger in getting strongly opinionated board members that do not share our vision. However, as the Charter school

progresses we will adjust our board accordingly, and as the State Board of Education directs.

As stated in our application the board will at this time be self perpetuating. The board may later set a time limit in which board member may serve. We will pay a parent coordinator and a community coordinator if funds permit. However, it is unlikely that we will be able to pay initially. During the early stages we will rely upon volunteers.

The role of parents in decision making processes will be on an as need basis, and in accordance with their experience and training. We must understand that the parents of at risk students often times have little knowledge of the educational process. This rule applies to the community as well.

Arkansas is on record as being one of the most generous states in the union. Little Rock, has demonstrated its interest in providing exceptional educational opportunities for all of its children. We are more than confident that The Learning for Life Academy will enjoy great support. My history of rallying community support has always been positive as demonstrated by my Presidency at Shorter College, and several other educational institutions throughout the state that were in need of private funding and support.

Teachers and parents working together will be both encouraged and required. Parents will be introduced to the subjects of learning before the student. This is a part of their assurance. Teachers will be required to know and interact with the parents on all levels. We will offer in conjunction with the Charter school an adult education program that will enable the parents of at risk youth to better assist their children.

It should be noted that the administrator is ultimately involved and responsible for all facets of the Charter school.

Objective 4

We have deliberately refrained from embellishing our mission, so that we do not commit ourselves to methods or programs that do not serve our over all goal. Methods and procedures are constantly changing, our mission to provide a superior education for at risk children will not waiver. However, the, who, what, when, and where are spelled out throughout our application from the Physical Location, Board, Administrator, Teachers, Students, Community, and Modern Technology.

Objective 5

We will compare the Bench mark data against state average: attendance, discipline, and other social, and educational factors. We will produce the best educated young people, as well as the most disciplined and socially functional.

Objective 6

The school year will be the same as the Little Rock, school system. See page 11.

No waiver is asked for concerning Physical Education or Music. See page 11, last paragraph.

Learning for Life Academy does not seek to establish a school of less than qualified teachers. We seek only waivers when they inhibit our employment of unusually gifted and qualified people who are not in the conventional arena of main stream education.

We have a working relationship with the city library, which is ten blocks away from our school.

Objective 7

Learning for life academy does not seek a waiver from adequate yearly progress goals for the first three years of operation, but will weekly track academic progress which will be far above average, and will showcase our successes.

Objective 8

Not only is our core aligned with the Arkansas framework as expressed in our application, but we will be in constant contact with the State Education Department in as much as the core alignment is constantly subject to change. We will establish a council made up of teaching staff that will adjust and maintain our Core to alignment. We will take advantage of what the state offers in preparing our teachers to meet core alignment as well as utilize consultants when needed.

Objective 9

The Bryant School District, while contiguous to the Pulaski county school district is primarily white and populated with very few at risk students. The records in the "Little Rock" School District of "White flight" from heavily or marginally populated schools with black, at risk students, portends that no effort will be made by white students to attend an at risk school in a predominately black neighborhood, miles away from home. Charter recognizes itself as a public school and will proceed with such items as graduation, degrees, age percentages, and general geographical items in accordance with the mandates of Arkansas law as interpreted by the State board of Education.

Objective 10

The annual public report details will be worked out once the State board grants our charter, which will allow input from staff board and other entities involved.

There will be parent/teacher conferences. Academic progress will be reported bi-weekly with a goal to increase the report weekly.

Objective 11

In the event that the Charter exceeds capacity a lottery system will be implemented. We are a public school, and will open without discrimination for race, color, sex, national origin, or physical condition. We will post notices that we will not discriminate on any basis. Our non-discriminatory notice will appear on all Learning for Life Academy promotional materials and registration packets.

Objective 12

As a charter school we will employ new methods when we see they are justified, to bring about our targeted superior results. There are persons available such as Eric Hoffer, who with only an eighth grade education was an advisor to Presidents, and a full professor at U.C.L.A. We will look at the track records of those we employ as teachers.

You have our assurance that our counselor will not only be academically qualified, but will have demonstrated a deep interest in student performance and have a proven record of success. We are well aware that Special Education is the most challenging of all areas of instruction. We will meet this need by engaging all of our teachers in this effort with direction from our Special Education teacher. As an at risk school, we will hire teachers with experience in teaching at risk children; often times these children have special or borderline special education needs.

We are now budgeting for a part-time special education teacher that may be shared with other Charter schools. We will adjust the hours of part-time teachers on an as need basis.

We have no intention of reinventing the wheel. Teacher duties will be the same as are the duties of any public school teacher, but more intensified in order to accomplish superior results. The business manager is a full-time position and will not be shared with any other school.

The business manager will be directed and audited by certified public accountants. Said accountants will direct our fiscal policy and practices according to Arkansas State law, as interpreted by the Arkansas state board of Education.

Objective 13

The weakness you mention does not apply to our application.
We will require two signatures on all checks over $500.00. The second signature will be that of any board member in conjunction with the Director.

Objective 14

Our audit will conform to generally acceptable accounting practices and as specifically ordered by Arkansas state law, as interpreted by the State board of Education.

Objective 15

Learning for Life Academy will participate in the Arkansas Public School Computer Network for the Department of Education data as required by state statute and/or by State board of Education rule. Details are in progress as to how such will be articulated.

Objective 16

The facility will be built new or a renovated building that will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) Individuals with Disabilities Education Act (DEA) and other state and federal laws.

The director of the Charter application is the owner of the proposed facility. Legal details will have to be worked out with the legal staff of the State Board of Education and Charter attorney's; Q. Byron Hurst, and Hayward Battle.

The building conflict is due to the use of two buildings that are assumed to be one. The main building we will build, or renovate a Fema facility to specifications. The second facility is an existing church that has been in use for a number of years.

We have the assurance that the facilities can be in use by the beginning of the 2007 school year. Facility costs are ball park figures. Exact cost will be calculated upon Charter approval. Budget accommodation will be made for lunch and all precautionary measures will be taken for the safety, comfort, and convenience of students and staff.

Objective 17

A. Charter will consider a full-time counselor as needs and funds allow.

B. Charter will have a part-time nurse available, and/or have written permission from parent for any medications staff administers.

C. The Central Library is ten blocks from Charter. Transportation will be worked out with the Little Rock transit system and area churches.

D. All appliances necessary will be provided.

E. Has been addressed

Objective 18

Parent and teacher conferences will be a major priority of Charter. Parent participation is a must. Our strategies will consist of a mutual learning experience consisting of parent,

teacher, and student. All faculty and facilities will be made available to aid parents in participating in their child's education.

Objective 19

Charter is not seeking flexibility in grading scale. Charter will have contracts for teachers and hourly workers. We are requesting waivers from salary minimums for teachers. All curriculum requirements and lesson plans will be well documented.

Workforce education will be incorporated into the Charter school, however; because we are educating at risk children does not mean that we will prepare them for at risk jobs. We will not subscribe to the Booker T. Washington's concept of education for at risk American's, but rather that of W.E. B. Dubois.

Objective 20

The Charter will demonstrate that with innovation, determination and the employment of educated, gifted and dedicated administrators, teachers, staff, parents, and community, in conjunction with modern technology; at risk children can become winners and positive contributing American citizens.

With this success whites will come back into the public school system, and educational gaps will begin to close.

It is not the job of educators to preserve a system, method, or theory, but rather to educate our children. New methods and approaches must be made. Innovation must be dared. . It is neither wise nor prudent to continue within the present vein. Doing the same thing, but expecting different results.

To increase your speed or efforts when you are off course will only compound your loss and exacerbate the problem. We want to help the public school system. We want to dare what they can not dare. We will do what convention will not allow them to do; starting by providing exceptional educational opportunities to at risk youth.

Sincerely Submitted,

Dr. R. J. Hampton

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Sent To: Ms. MILDRED TATUM
Street, Apt. No.; or PO Box No.: 11406 Hwy 365
City, State, ZIP+4: LITTLE ROCK, AR. 72206

PS Form 3800, June 2002 See Reverse for Instructions

7006 0810 0006 4084 4578

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

Sent To: Ms. CAROL BURDETT
Street, Apt. No.; or PO Box No.: 33 FAIRFIELD DRIVE
City, State, ZIP+4: NLR, AR. 72120

PS Form 3800, June 2002 See Reverse for Instructions

7006 0810 0006 4084 4585

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

Sent To: MR. JAMES BOLDEN
Street, Apt. No.; or PO Box No.: P.O. BOX-1026
City, State, ZIP+4: JACKSONVILLE, AR. 72078

PS Form 3800, June 2002 See Reverse for Instructions

United States Postal Service

Sorry We Missed You! We Tried to Deliver for You

Today's Date: 9/24

Sender's Name:

Item is at:
- ✓ Post Office *(See back)*

Available for Pick-up After
Date: 9/26
Time: 6:00

We will redeliver or you or your agent can pick up. See reverse.

☐ **If checked, you or your agent must be present at time of delivery to sign for item**

4 Letter
— Large envelope, magazine, catalog, etc.
— Parcel

For Delivery: *(Enter total number of items delivered by service type)*

For Notice Left: *(Check applicable item)*
— Express Mail *(We will attempt to deliver on the next delivery day unless you instruct the post office to hold it.)*
— Registered
— Insured
✓ Certified
— Recorded Delivery
— Firm Bill
— Return Receipt for Merchandise
— Delivery Confirmation
— Signature Confirmation

— Restricted Delivery
— Perishable Item
— Other:

Article Number(s)
7006 0810 0006 4074 9349
7006 0810 0006 4084 4554
~~7006 0810 0006 4084 5547~~
7005 1820 0004 0830 0337

Notice Left Section

Customer Name and Address
Shelia Phillips
1714 Broadway

Delivered By and Date

Article Requiring Payment
☐ Postage Due ☐ COD ☐ Customs

Amount Due
$

☐ **Final Notice:** Article will be returned to sender on

PS Form **3849,** November 1999 — **Delivery Notice/Reminder/Receipt**

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Ms. Katherine P. Mitchell
Little Rock School Board
1605 Welch
Little Rock, AR 72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Jeff Mitchell — C. Date of Delivery 9-11-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number *(Transfer from service label)* 7006 0810 0006 4084 4509

PS Form 3811, February 2004 — Domestic Return Receipt — 102595-02-M-1540

7005 3110 0003 8114 6473

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ 4.05
Certified Fee	2.40
Return Receipt Fee (Endorsement Required)	1.85
Restricted Delivery Fee (Endorsement Required)	0.00
Total Postage & Fees	$ 8.30

Postmark Here

10/12/2006

Sent To Dr. Ken Kingrea
Street, Apt. No.; or PO Box No. 2700 Kavanaugh
City, State, ZIP+4 North Little Rock Dist

PS Form 3800, June 2002 See Reverse for Instructions

7005 3110 0003 8114 6480

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ 4.05
Certified Fee	2.40
Return Receipt Fee (Endorsement Required)	1.85
Restricted Delivery Fee (Endorsement Required)	0.00
Total Postage & Fees	$ 8.30

Postmark Here

10/12/2006

Sent To Dr. Kay Brooks
Street, Apt. No.; or PO Box No.
City, State, ZIP+4 Little

PS Form 3800, June 2002 See Reverse for Instructions

7005 3110 0003 8114 6466

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ 4.05
Certified Fee	2.40
Return Receipt Fee (Endorsement Required)	1.85
Restricted Delivery Fee (Endorsement Required)	0.00
Total Postage & Fees	$ 8.30

Postmark Here

LITTLE ROCK AR OCT 12 2006 100

10/12/2006

Sent To Supt Jamie Shoppe
Street, Apt. No.; or PO Box No. 925 Dixon Rd 72206
City, State, ZIP+4 Pulaski County

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016
Postmark Here
-2 2006
09/02/2006

7006 0810 0006 4084 4554

Sent To Mr. Tom Brack
Street, Apt. No.; or PO Box No. 8207 Crystal Valley Cove
City, State, ZIP+4 Little Rock, AR 72210

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016
Postmark Here
09/02/2006

7006 0810 0006 4084 4554

Sent To Ms. PAM Roberts, President
Street, Apt. No.; or PO Box No. 120 Lily Drive
City, State, ZIP+4 Maumelle, AR. 72113

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016
Postmark Here
SEP -2 2006

7006 0810 0006 4084 4493

Sent To Mr Bryan Day
Street, Apt. No.; or PO Box No. 337 Crystal Court
City, State, ZIP+4 Little Rock, AR 72205

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016
Postmark Here
-2 2006

7006 0810 0006 4084 4509

Sent To Katherine P. Mitchell
Street, Apt. No.; or PO Box No. 1605 Welch
City, State, ZIP+4 Little Rock, AR 72206

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016
Postmark Here
-2 2006
09/02/2006

7006 0810 0006 4084 4448

Sent To Ms. Mildred Daugherty
Street, Apt. No.; or PO Box No. 2101 S. Martin
City, State, ZIP+4 Little Rock AR 72204

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016
Postmark Here
SEP -2 2006
09/02/2006

7006 0810 0006 4084 4417

Sent To Mr. John Riser
Street, Apt. No.; or PO Box No. 2029 Tope Dr.
City, State, ZIP+4 NLR AR. 72116

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

7006 0810 0006 4084 4561

Sent To: MR. Bonnie CAVA
Street, Apt. No.; or PO Box No.: 404 S. LONGFIELD
City, State, ZIP+4: SHERWOOD, AR. 72120

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
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OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

7006 0810 0006 4084 4486

Sent To: Mr. Larry Berkley
Street, Apt. No.; or PO Box No.: 14005 St. Charles Blvd
City, State, ZIP+4: Little Rock AL 72211

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

7006 0810 0006 4084 4462

Sent To: Mr. Baker Kurrus
Street, Apt. No.; or PO Box No.: 10816 Crestdale Lane
City, State, ZIP+4: Little Rock AR 72212

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

7006 0810 0006 4084 4608

Sent To: Ms. Gwendolyn Williams
Street, Apt. No.; or PO Box No.: 6604 BAKERS Acre
City, State, ZIP+4: N. L.R. AR. 72117

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

7006 0810 0006 4084 4479

Sent To: Mr. Tony Rose
Street, Apt. No.; or PO Box No.: 8109 Millwood
City, State, ZIP+4: Little Rock, AR 72204

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ $0.39
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.64

0016 03 Postmark Here 09/02/2006

7006 0810 0006 4084 4592

Sent To: MR. JEFF SHANAFELT
Street, Apt. No.; or PO Box No.: 1501 N. University, Ste. 600
City, State, ZIP+4: Little Rock AR. 72207

PS Form 3800, June 2002 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. James Bolden
Pulaski County Special
School Board
P. O. Box 1076
Jacksonville, AR. 72078

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Jennifer S McQueen
C. Date of Delivery 9-8-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Article Number (Transfer from service label) 7006 0810 0006 4084 4585

Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

ENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.

rticle Addressed to:

Dr. Brian Day
ittle Rock School Board
37 Crystal Court
ittle Rock, AR 72205

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name)
C. Date of Delivery 9-8-04

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

icle Number (ansfer from service label) 7006 0810 0006 4084 4493

rm 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Ms. Gwendolyn Williams
Pulaski County Special
School Board
6604 Bakers Acres
North Little Rock, AR.
72117

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Gwen Williams ☐ Agent ☐ Addressee

B. Received by (Printed Name) Gwen Willian
C. Date of Delivery 9-5

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4608

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Ms. CArol Burgett
Pulaski County Special
School Board
33 Fairfield Drive
North Little Rock, AR.
72120

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Carol Burgett ☐ Agent ☒ Addressee

B. Received by (Printed Name) CAROL BURGETT
C. Date of Delivery 9/5/06

D. Is delivery address different from item 1? ☒ Yes
If YES, enter delivery address below: ☐ No
35 FAIRFIELD

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☒ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4578

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

CENTRAL AR P&DC 722

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Scott Teague
NLR School Board
8236 Windsor Valley Drive
NLR, AR. 72116

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Jennifer Teague ☐ Agent ☐ Addressee

B. Received by (Printed Name) Jennifer Teague
C. Date of Delivery 9-5-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4387

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Tom Brock
Little Rock School Board
8207 Crystal Valley Cove
Little Rock, AR 72210

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Tom Brock | C. Date of Delivery SEP 6 2006

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4455

S Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

ENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

ames Sharpe, Superintendent
. O. Box 8601
ittle Rock, AR. 72116-0483
ulaski County School
istrict

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery 9-11-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

ticle Number (ansfer from service label) 7006 0810 0006 4084 4370

02 SEP 2006 PM 2 L

DER: COMPLETE THIS SECTION

mplete items 1, 2, and 3. Also complete m 4 if Restricted Delivery is desired. nt your name and address on the reverse that we can return the card to you. ach this card to the back of the mailpiece, on the front if space permits.

cle Addressed to:

Rochelle Redus
School Board
6 West 21st
th Little Rock, AR.
72114

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Rochelle Redus | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

e Number (fer from service label) 7006 0810 0006 4084 4394

3811, February 2004 Domestic Return Receipt 102595-02-M-1540

CENTRAL AR P&DC 722

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Mr. Jeff Shaneyfelt
Pulaski County Special
School Board
1501 N. Unversity,
Ste. 600
Little Rock, AR. 72207

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Tammy Hartness
C. Date of Delivery 9/5

D. Is delivery address different from item 1? ☑ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Article Number (Transfer from service label) 7006 0810 0006 4084 4592

Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Ms. Mildred Tatum
Pulaski County Special
School Board
1406 Hwy 365
Little Rock, AR. 72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Sharon Hair ☐ Agent ☐ Addressee

B. Received by (Printed Name) Sharon Hair
C. Date of Delivery 9-7-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Article Number (Transfer from service label) 7006 0810 0006 4084 4547

Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
Print your name and address on the reverse so that we can return the card to you.
Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

Ms. Mildred Dougherty
Little Rock School Board
2101 S. Martin
Little Rock, AR 72204

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) ROBERT DOUGHERTY
C. Date of Delivery 9-5-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Article Number (Transfer from service label) 7006 0810 0006 4084 4448

Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Larry Barkley
Little Rock School Board
14005 St. Charles Blvd
Little Rock, AR 72211

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Barbara Barkley ☐ Agent ☐ Addressee

B. Received by (Printed Name) D. Barkley
C. Date of Delivery 9-6-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4486

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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1. Article Addressed to:

Mr. Baker Kurrus
Little Rock School Board
10816 Crestdale Lane
Little Rock, AR 72212

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4462

PS Form 3811, February 2004 Domestic Return Receipt 10

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1. Article Addressed to:

Mr. Trent Cox
North Little Rock
School Board
1628 Northline Drive
North Little Rock, AR.
72116

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) Trent Cox
C. Date of Delivery 9-7-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
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☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4424

102595-02-M-1540

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1. Article Addressed to:

Mr. John Riley
North Little Rock School Board
2029 Topf Rd.
North Little Rock, AR.
72116

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Haynes Riley
C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

SEP - 7 2006

3. Service Type
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4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4417

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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1. Article Addressed to:

MR. Kenneth Kirspel
North L.R. School District
P.O. Box - 687
N.L.R. AR. 72115

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) CHARLES
C. Date of Delivery 09/07/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4356

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- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

DR. Roy Brooks
Superintendent
810 W. Markham
Little Rock, AR.
72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Lonnie Shelton
C. Date of Delivery 9/7/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0810 0006 4084 4363

102595-02-M-1540

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- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr Ken Kirspee
North Little Rock Schoo
Dist.
2700 Poplar St.
North Little Rock, AR,
72114

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Sherri Pettit ☐ Agent ☒ Addressee

B. Received by (Printed Name) Sherri Pettit

C. Date of Delivery 10-13-06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
~~☐ Certified Mail~~ ☐ Express Mail
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☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7005 3110 0003 8114 6473

Form 3811, February 2004 Domestic

102595-02-M-1540

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so that we can return the card to you.
Attach this card to the back of the mailpiece,
or on the front if space permits.

rticle Addressed to:

. Roy Brooks
ittle Rock School Dist.
10 W. Markham St
ittle Rock, Ar. 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Tommie Shelton ☐ Agent ☐ Addressee

B. Received by (Printed Name) Tommie Shelton

C. Date of Delivery 10/16/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7005 3110 0003 8114 6480

ansfer from service label)

rm 3811, February 2004 Domestic Return Receipt

102595-02-M-1540

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plete items 1, 2, and 3. Also complete
4 if Restricted Delivery is desired.
your name and address on the reverse
at we can return the card to you.
h this card to the back of the mailpiece,
the front if space permits.

Addressed to:

James Sharp
iski County School Dist.
Dixon Rd
le Rock, Ar. 72216

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☑ Certified Mail ☐ Express Mail
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☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

umber
from service label)

811, February 2004 Domestic

Bikes

• Continued from Page 1B

Like Stewart, whose sister and nephew were both born prematurely, many others had personal connections to the cause.

Jerry Smith of Cave City, a biker since the age of 14, had two nieces who were born prematurely.

He made the two-hour trek to Little Rock with his wife, Tammy, and a group of about 175 to show legislators that premature birth is an important issue.

That's the main reason the event was held at the state Capitol this year, Mercer said.

About 10,000 babies in Arkansas and 470,000 nationwide are born prematurely or at a low birth weight every year, according to the March of Dimes. And premature birth is the leading killer of newborns in the first month of life, according to the organization, which will use much of the money raised Sunday to fund research, Mercer said.

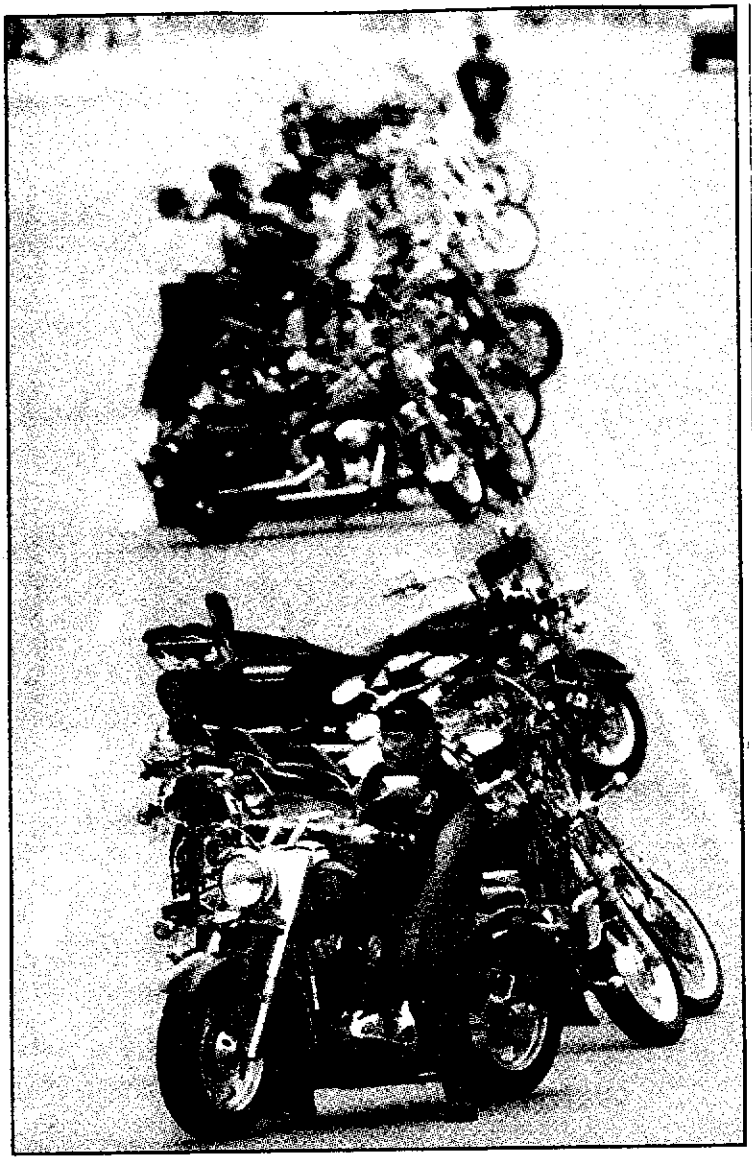
Bikers are the perfect messengers for that message, said Mercer, who said he was thankful for their contributions.

"We just gave them a little food and a T-shirt and a good band and they raised $200,000," he said.

That type of giving is typical of her comrades, Stewart said.

"A biker has the biggest heart of anybody in the world," she said.

"If you give us something to ride for, we just do it. And to get out and ride, that is a thrill."



Arkansas Democrat-Gazette/STEPHEN B. THORNTON

A rider relaxes on his bike along Capitol Avenue after participating in the 12th annual Bikers for Babies campaign Sunday afternoon in Little Rock.

Lawyer disba

BY JAKE BLEED
ARKANSAS DEMOCRAT-GAZETTE

The Arkansas Supreme Court disbarred a former Sevier County lawyer Thursday for taking $38,125 from a client's estate without authorization from the court.

Paul E. Revels of De Queen was supposed to pay the money to a beneficiary of the estate, according to the petition for disbarment that was filed against him in January. He has since moved to Texas.

Revels responded to the petition for disbarment by offering to surrender his law license voluntarily, according to the court's order.

But he never filed a surrender petition with the court, leading to Thursday's order that he be stripped of his license.

UALR forum has B

ARKANSAS DEMOCRAT-GAZETTE

Al Hunt of Bloomberg News will speak at the University of Arkansas at Little Rock on Sept. 26 about the off-year elections and the Middle East situation.

Hunt is Washington managing editor of Bloomberg News and host of its weekly public affairs program, *Political Capital*. His appearance opens the 2006-2007 season of UALR's Business Forum.

Hunt, a popular UALR forum speaker who made his first ap-

LR animal shelter sets sterilization clinic

ARKANSAS DEMOCRAT-GAZETTE

A pet sterilization clinic will be held Saturday at the Central Arkansas Rescue Effort for Animals' spay-neuter facility at the Little Rock Animal Shelter.

This particular clinic is being sponsored in memory of the late Lt. Gov. Win Rockefeller in appreciation for his family's support of the Central Arkansas Rescue Effort for Animals' spay-neuter programs.

Clinic services are available to individuals who earn less than $17,200 a year and families with incomes of less than $25,000 a year. Proof of income and Little Rock residency are required. at 8 a.m. Organizers urge pet owners to arrive early because admission is on a first-come, first-served basis.

In addition:

- Pets must be at least 4 months old.
- Pets should have no food or water after midnight Friday.
- Only two pets per household may be sterilized at the event.

Clinic officials say owners of dogs weighing more than 50 pounds should call (501) 603-2273 instead of going to Saturday's clinic.

Dr. Joanna McManus and Dr. Lea Bove, state-licensed veterinarians, will perform the sterilizations. If pets have not been done during surgery for free.

Nonresidents of Little Rock will be admitted only if space is available.

Information about low-cost sterilization in North Little Rock is available at (501) 791-8577 and in Sherwood at (501) 834-2287.

Sterilization assistance is available through another rescue effort program for pet owners who do not qualify for the free clinic.

More information is available from Central Arkansas Rescue Effort for Animals at (501) 603-2273 in Little Rock. The shelter is at 3800 S. Chester St., at the end of Martin Luther King Jr. Drive, within the Interstate Ballpark

Intent to File a Petition to Operate and Open Enrollment Charter School Public Hearing Notification

The Education Consortia, Inc. will hold a Public Hearing on September 18, 2006 at 6:30 p.m. in The Regina House located at 1111 Welch Street, Little Rock, AR 72206 regarding a petition to the Arkansas State Board of Education to operate an Open Enrollment Charter School.

The purpose of this Public Hearing is to inform the public and gather information regarding the proposed school, Learning for Life Academy. The school's anticipated opening date will be September 2007. Plans call for the target population to be at risk students in grades 4 through 8.

Public input is actively being solicited. Written comments may be sent to 1714 Broadway, Little Rock, AR 72206 and must be postmarked by September 10, 2006.

If special accommodations are needed please contact Dr. Reginald J. Hampton, 1714 Broadway, Little Rock, AR 72206 or phone (501) 374-5780.

Knife-wielding man shot dead by officers

BY JASON WIEST
ARKANSAS DEMOCRAT-GAZETTE

To a pair of Little Rock police officers, the man standing barefoot on a street corner outside a southwest Little Rock church Sunday morning looked in need of help, police spokesman Terry Hastings said.

So the field training officer and the new recruit stopped at 36th and Walker streets to talk to the man, who pulled a butcher knife and a meat cleaver from behind his back, setting off an escalating situation that ended in officers shooting and killing Jaime Alvarez, 23, Hastings said.

As the Little Rock Police Department began criminal and internal investigations in the city's 45th homicide of the year, one officer was on an operating table for surgery on his hand, which was severely cut when the man threw a meat cleaver, prompting police to open fire, Hastings said.

The confrontation began shortly after 8 a.m. across the street from a bus stop and an overgrown baseball diamond on the [illegible]

and ligaments, Hastings said.

That's when police started shooting, and the neighborhood echoed with what sounded like fireworks, said many area residents who were drawn out of their homes. Alvarez was lying on his back near a church entrance, his chest immensely swollen, they said.

It was all over by 8:12 a.m., less than 15 minutes after officers first happened upon Alvarez. He died at the scene.

Hastings didn't say how many rounds were fired, but the ground near the corner was littered with evidence markers, apparently one for each bullet casing.

Myles was taken to Baptist Health Medical Center in Little Rock, where he was in stable condition Sunday afternoon, Hastings said.

Police interviewed three eyewitnesses, according to the report, including two teenage girls who said they saw the whole episode unfold from across the street.

"It scared us," said Dominique

ARKANSAS DEMOCRAT-GAZETTE

Early voting on a proposed jail sales tax in Pulaski County continues this week as more voting sites open.

Voters go to the polls throughout the county Sept. 12 to decide whether to approve a new one-quarter percent sales tax increase that would raise more than $18 million a year to reopen and add new jail beds at the Pulaski County jail.

The sales tax would add 25

1800 S. Chester, Little Rock.
■ Dee Brown Library, 6325 Base Line Road, Little Rock.
■ Roosevelt Thompson Library, 38 Rahling Circle, Little Rock.
■ William F. Laman Library, 2801 Orange St., North Little Rock.
■ Jacksonville City Hall, 1 Industrial Drive, Jacksonville.
■ Jess Odom Community Center, 1100 Edgewood Drive, Maumelle.
■ Jack Evans Senior Citizen Center, 2301 Thornhill Drive,

Knife-wielding man shot dead by officers

BY JASON WIEST
ARKANSAS DEMOCRAT-GAZETTE

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Early voting began last week at the Pulaski County courthouse. This week, from Tuesday to Friday only, registered voters may cast ballots at eight additional sites.

Voters may cast their ballots from 8 a.m. to 5 p.m. at the courthouse. At the additional locations, the hours are from 10 a.m. to 5 p.m. Those locations are:

■ Sue Cowan Williams Library,

courthouse in downtown Little Rock.

Election results will be available on the Election Commission's Web site (**www.votepulaski.net**) after 7:30 p.m. Sept. 12.

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Arkansas Democrat Gazette

Editors

How to contact the *Arkansas Democrat-Gazette*

■ To contact the newspaper about a news event, phone (501) 378-3485, e-mail **news@arkansasonline.com** or fax (501) 372-4765.

■ To order prints of any staff photos in this edition, visit our online reprint gallery at: **http://www.arkansasonline.com/photo/main.html**

City Editor
Alyson Hoge (501) 399-3691

Deputy City Editor
Glen Chase (501) 378-3517

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John Sykes (501) 918-4529

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(501) 399-3660

4 BILLING DATE	6 TERMS OF PAYMENT	3 INVOICE NUMBER	PAGE
09/30/06	10/15/06	407013	1

9 ADVERTISER / CLIENT NAME

7 BILLED ACCOUNT NUMBER	8 ADV. / CLIENT NUMBER
1561216	

2 LEARNING FOR LIFE ACADEMY
DR HAMPTON
1714 S BROADWAY
LITTLE ROCK AR 72206

5 BILLING PERIOD: 09/01/06 09/30/06

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10 DATE	12 13 14 DESCRIPTION	CLASS/ TYPE	15 DIMENSIONS	16 TIMES	17 BILLED UNITS	U/M	18 RATE	19 AMOUNT
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08/31/06	BALANCE FORWARD							231.96CR
09/06/06	Payment on Account							
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09/04/06		MSA	1x4.00	1	4.00in		57.990	231.96
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24 AGING			
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LEARNING FOR LIFE ACADEMY
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08/01/06 08/31/06

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College of Education and Health Professions
Department of Education Reform
Arkansas Charter School Resource Center

15 West Avenue Annex
Fayetteville, Arkansas 72701
(479) 575-4292
(479) 575-4332 (FAX)

30 September 2006

Dear Sir/Madam;

We have worked with the applicant group for the 4-8 middle school to be known as Learning or Life Academy from the beginning of the application process. The group was made up of educators, community members, and other professionals, and lead by a former higher education administrator. The applicant group is intimately familiar with the needs of the area in which they seek to open their school and they are well respected in that community.

The applicant group took full advantage of the consultants offered through the Arkansas Charter School Resource Center in the areas of curriculum, statistics/evaluation, technology, governance, facilities, and finance. Their plan includes membership on the ACSRC Technology Consortium and other shared resources in special education and fiscal services.

The school will be based on the Core Knowledge Sequence supplemented with Direct Instruction Math and Reading, and PLATO. Spanish will be taught as a foreign language and the PLATO curriculum will be available in English and Spanish for ELL students. The program is ambitious, but proven.

It is our opinion that the plan has been thoughtfully and carefully designed to meet all standards set forth in the Arkansas charter school law, and that the group has the capacity to implement the program as written. We also believe that the applicant group has selected a location in an area with uncontestable need for an education alternative more likely to produce academic success than currently exists.

We respectfully offer our endorsement of this proposal.

Cordially,

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
15 West Avenue
University of Arkansas
Fayetteville, AR 72701

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