AGENDA
STATE BOARD OF EDUCATION

January 17, 2007
Arkansas Department of Education
State Education Building
8:30 AM

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

Back Print

Consent Agenda

C-1 Minutes - December 11, 2006

C-2 Newly Employed, Promotions and Separations

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

C-3 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 January, the report emphasizes the following: 1. Summary of the PMT for December.*

C-4 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 201 districts covering a total of 594 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-5 Approve Payment of Stipends and Expenses to Board Members

Arkansas Code Annotated Sec. 25-16-904 provides that all State Boards and Commissions may, at the first official meeting of each calendar year, authorize payment of a stipend to its members. The Statute sets the stipend for the State Board of Education at $85.00 per day and provides for reimbursement of actual expenses for mileage and per

diem consistent with approved State authorization.

Action Agenda

A-1 Report on the Status of Schools Classified in Fiscal Distress for the 2006-2007 School Year

For the 2006-2007 school year, four school districts were classified by the State Board as being in Fiscal Distress under the Arkansas Fiscal Assessment and Accountability Program, which is a part of the Omnibus Act of 2003. The State Board had previously classified eight districts. This law is codified at A.C.A. §6-20-1901 et. seq. The Department is currently working with a total of twelve districts.

For the 2006-2007 school year, the Department staff has visited each district, reviewed their improvement plans, annual financial report and budget, and worked with the districts on issues specific to their districts. The Department continues to work with the following districts:

Cross County School District
Dierks School District
Dollarway School District
- *Helena-West Helena School District (State Takeover September 2005)*
- *Hughes School District*

Flippin School District
Lead Hill School District
- *Midland School District (State Takeover January 2006)*
- *Omaha School District*
- *Pulaski County School District*
- *Turrell School District*

Western Yell County School District

Recommendations:
The Department is certifying that three school districts have corrected all criteria for being classified as being in Fiscal Distress and have complied with all Department recommendations and requirements for removal from Fiscal Distress. These three districts are Dierks, Flippin, and Western Yell County.

A.C.A. §6-20-1908(c), provides:
A school district in Fiscal Distress may only petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

Attached are the letters from Dierks, Flippin and Western Yell County School Districts petitioning the State Board for removal of Fiscal Distress status.

The Board is requested to accept this report in compliance with A.C.A. §6-20-1908(g), which requires the Department to submit a written evaluation of each school district in Fiscal Distress to the State Board every six months.

A-2 Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Carver Project International - Lee County School District

Carver Project International is a proposed open-enrollment charter school to be located within the Lee County School District in Rondo, Arkansas. The sponsoring entity on the letter of intent is listed as The CUROS Organization. The sponsoring entity on the application is The CUROS Group, Inc. Students in grades 7-12 would be served with an enrollment of 240 students.

The proposed facility is located at 12165 Hwy. 121 South, Rondo, Arkansas.

Affected districts for this proposed charter school include Lee County, Forrest City and Barton-Lexa. The Board of Education of the Lee County School District voted to disapprove the Carver Project International 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 Carver Project. 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-3 Hearing of Open Enrollment Charter School Application and ADE Review: Dreamland Academy of Performing and Communication Arts - Little Rock School District

Dreamland Academy of Performing and Communication Arts is a proposed open-enrollment charter school to be located within the Little Rock School District in Little Rock, Arkansas. The sponsoring entity on the letter of intent is listed as Carter, Reddy & Associates, Inc. The sponsoring entity on the application is Carter, Reddy, Kirkland Human Services Agency. Students in grades K-5 would be served with an enrollment of 300 students.

The proposed facility is located at 5722 West 12th Street, Little Rock, Arkansas.

Affected districts for this proposed charter school include Little Rock, Academics Plus Charter School, Lisa Academy, Benton, Bryant, North Little Rock and Pulaski County Special. The Board of Education of the Little Rock School District reviewed the application for Dreamland Academy Open-Enrollment Charter. No action was taken by the Little Rock School District.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for the Dreamland 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-4 Hearing of Open Enrollment Charter Application Appeal and ADE Review: Montgomery Academy – Magnolia School District

Montgomery Academy is a proposed open-enrollment charter school to be located within the Magnolia School District in Magnolia, Arkansas. The sponsoring entity on the letter of intent is listed as Inspired Revelations Word of Faith Foundation. The sponsoring entity on the application is Education Consortia, Inc. by and through Great River

Academic Center of Excellence, Inc. Students in grades 4-8 would be served with an enrollment of 150 students.

The proposed facility is located at 229 A Street, Magnolia, Arkansas.

Affected districts for this proposed charter school include Magnolia, Stephens, Smackover, Junction City and Emerson-Taylor. The Board of Education of the Magnolia School District voted to disapprove the Montgomery 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 the Montgomery 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-5 Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Perkins Academy of Science/Math/Technology - Helena-West Helena School District

Perkins Academy of Science/Math/Technology is a proposed open-enrollment charter school to be located within the Helena-West Helena School District in Helena, Arkansas. The sponsoring entity on the letter of intent is listed as R & J's ABC Preschool. The sponsoring entity on the application is Caring Spirits. Students in grades K-4 would be served with an enrollment of 120 students.

The proposed facility is located at 635 Elm Street, Helena, Arkansas.

Affected districts for this proposed charter school include Helena-West Helena, Lee County, Barton-Lexa and Marvell. The Board of Education of the Helena-West Helena School District voted to disapprove the Perkins Academy of Science/Math/Technology 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 Perkins 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-6 Continuation of the Hearing of Open Enrollment Charter School Application: Covenant Keepers Academy for College Bound Students - Little Rock

On December 11, 2006, the State Board of Education conducted a hearing and reviewed the application for Covenant Keepers Academy for College Bound Students – Little Rock. At that time, representatives from the Little Rock School District presented material regarding the Open Enrollment Charter School Application. The Board held dialogue with the applicants regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding Covenant Keepers Academy and tabled action until the January

meeting.

A-7 Continuation of the Hearing of Open Enrollment Charter School Application: Learning for Life Academy - Little Rock

On December 11, 2006, the State Board of Education conducted a hearing and reviewed the application for Learning for Life Academy – Little Rock. At that time, representatives from the Little Rock School District presented material regarding the Open Enrollment Charter School Application. The Board held dialogue with the applicants regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding Learning for Life Academy and tabled action until the January meeting.

A-8 Continuation of the Hearing of Open Enrollment Charter School Application: Northwest Academy of Fine Arts – Rogers

On December 11, 2006, the State Board of Education conducted a hearing and reviewed the application for the Northwest Academy of Fine Arts - Rogers. At that time, the Board exchanged dialogue with the applicants regarding clarification of the information in the application. Following discussion, the State Board tabled action until the January meeting.

A-9 Continuation of the Hearing of Open Enrollment Charter School Application: School of Excellence - Humprey

On December 11, 2006, the State Board of Education conducted a hearing and reviewed the application for the School of Excellence-Humphrey. At that time, representatives from the DeWitt School District presented material regarding the Open Enrollment Charter School Application. The Board exchanged dialogue with the applicants regarding clarification of the information presented. Following discussion, the Board asked for additional information regarding the School of Excellence and tabled action until the January meeting.

A-10 Request for Approval of Stipulated Agreement for Certified Teacher's License - Terri Camp

Ms. Terri Camp was convicted of Felony Hot Check on October 3, 1995. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(e)(2)(A). On December 12, 2006, Ms. Camp was notified of the denial of her criminal background check due to a disqualifying offense and the proposed stipulated agreement allowing her to retain her teacher's license upon the condition of probation.

Ms. Camp has been employed by the Pine Bluff School District as a teacher since she received her initial three (3) year license on November 2, 2006. Ms. Camp has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that Ms. Camp be placed on probationary status for a period of one (1) year from the date of this hearing during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-410.

A-11 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Jonesboro School District - Marvin Ross

Mr. Marvin Ross was convicted of Domestic Battering Third Degree on October 15, 1998. 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 Jonesboro School District was notified of Mr. Ross' ineligibility on September 13, 2006. Mr. Ross submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on September 18, 2006. Mr. Ross worked in

maintenance for the Jonesboro School District and received a positive recommendation from Superintendent Singleton as well as his supervisor Mr. Clinton Byard. His record revealed no other convictions. Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Mr. Marvin Ross with the stipulation that he be placed on probationary status for a period of two (2) years from the granting of this waiver during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-12 Request for Approval of Stipulated Agreement for Certified Teacher's License - Susan Williams

Ms. Susan Williams pled guilty to Sale, Distribution, or Display of Harmful Material to Minor, in violation of Texas Penal Code § 43.24, on September 15, 1999. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(e)(2)(B)(ii). On June 28, 2006, Ms. Williams was notified of the recommendation for revocation of her 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 Turrell School District, for which Ms. Williams is employed, was notified of the hearing. At the request of both parties, the matter of Ms. Williams' revocation and waiver request was tabled until January 17, 2007.

Ms. Williams has been employed by the Turrell School District for three (3) years. She has a letter of support from the Turrell Superintendent describing her as an effective and dedicated employee. Ms. Williams has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that Ms. Williams be placed on probationary status for a period of two (2) years from the date of this hearing during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-410.

A-13 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the South Central Service Cooperative - Wendy Tyson

Ms. Wendy Tyson was convicted of Felony Hot Check on January 22, 2002. 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 South Central Service Cooperative was notified of Ms. Tyson's ineligibility on October 6, 2006. Ms. Tyson submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on November 8, 2006. Ms. Tyson worked as a teacher's aide for the South Central Service Cooperative and received a positive recommendation from Director Marsha Daniels on behalf of the SCSC Executive Board. Her record revealed no other convictions. Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Wendy Tyson 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 resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-14 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Fayettteville and Springdale School Districts - Jesse Wilson

Mr. Wilson was convicted of Felony Theft of Services on June 7, 1996. 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 Fayetteville School District was notified of Mr. Wilson's ineligibility on June 16, 2006. Mr. Wilson submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on September 11, 2006. Mr. Wilson has worked as a substitute teacher for both the Fayetteville and Springdale School Districts and received a positive recommendation from his supervisors at both

school districts. He has no other convictions. Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Mr. Wilson with the stipulation that he be placed on probationary status for a period of one (1) year from the granting of this waiver during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-15 Hearing on Revocation of Provisional Certified Teacher's License - Angela Oltman

Ms. Oltman was convicted of Second Degree Assault on a Family or Household Member on July 8, 2005. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(e)(2)(B)(i). On November 1, 2006, Ms. Oltman was notified of the recommendation for revocation of her provisional teacher's license and of her right to a hearing before the State Board of Education at its January meeting.

A-16 Request for Reinstatement of Teacher's License - Steven Bray

On September 19, 2006, the Arkansas State Board of Education suspended the teacher's license of Mr. Steven Bray pursuant to Ark. Code Ann. § 9-14-239 and upon information received from the Department of Finance and Administration, Office of Child Support Enforcement. Ark. Code Ann. § 9-14-239 requires suspension of an occupational or professional license when an obligor is delinquent in an amount equal to three (3) months' obligation or more. On November 20, 2006, the Department of Finance and Administration, Office of Child Support Enforcement notified the Arkansas Department of Education that Mr. Bray brought current his child support obligation and was eligible for reinstatement of his teacher's license.

A-17 Hearing on Waiver Request for Certified Teacher's License - Van Beard

Mr. Van Beard was convicted of Indecent Exposure on September 24, 1993. This is a disqualifying offense for a certified teaching license pursuant to Ark.Code Ann. § 6-17-410(c)(24). Mr. Beard was notified of the recommendation for denial of his application to renew his teacher's license on November 28, 2006. On November 30, 2006, Mr. Beard submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-410(d).

A-18 Hearing on Waiver Request for Non-Certified Employment with the Little Rock School District - Michael Ackers

Mr. Michael Ackers was convicted of Delivery or Possession with Intent to Deliver of a Controlled Substance on December 1, 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(b)(13). The Little Rock School District was notified of Mr. Ackers' ineligibility on September 19, 2006. On September 28, 2006, Mr. Ackers submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f).

Minutes
State Board of Education
Monday, December 11, 2006

The State Board of Education met on Monday, December 11, 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; Jim Cooper; Dr. Calvin King; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; and Dr. Naccaman Williams.

No Members were absent.

Chair's Report

Ms. Tatum reported on a recent conference attended in Washington hosted by the National Association of State Boards of Education (NASBE). She noted that her attendance at this meeting affirmed that the direction of educational reform in Arkansas is on the right path and the State should be proud of the work being accomplished by the Department.

Ms. Rebick reported that she will serve on a NASBE study committee that will meet for the first time in January. Also, Ms. Rebick reported that she attended the Bessie Moore Economic Education Award Luncheon.

Dr. Williams reported his attendance at the northwest Arkansas Next Step (High School) Summit held in Springdale. He stated the event was well received and included a number of business and professional representatives as participants.

Dr. Williams reported attending the recognition of the Arkansas Teacher of the Year press conference hosted by Governor Huckabee.

Commissioner's Report

Dr. James recognized Tom Kimbrell, Executive Director of the Arkansas Association of Educational Administrators (AAEA), to make a special presentation. Mr. Kimbrell recognized Frank Anthony, Superintendent of Schools, Pine Bluff, as the 2007 Arkansas Superintendent of the Year and noted that Mr. Anthony would be Arkansas' representative in the national recognition program.

Dr. James reported successful meetings at four High School Summit meetings with one scheduled for later in the week.

Consent Agenda

Ms. Tatum noted the item of the 2007 Schedule of Meetings and reminded Board members this item is included each year in the December meeting.

Ms. Rebick moved approval of the Consent Agenda. Ms. Burrow seconded the motion. The motion was adopted unanimously.

- Minutes – November 13, 2006
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Act 648 Community Service Sites
- Newly Employed, Promotions and Separations
- Report of Waivers to School Districts for Teachers Teaching Out-of-Field for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001
- Adoption of Calendar of Meetings – 2007

Action Agenda

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

Scott Smith requested that the Board table action of this item for 60 days to allow Dr. James and Dr. Richard Abernathy, Superintendent of Bryant School District, additional time to consider alternative options. Dr. Williams moved to table action for 60 days. Dr. Knight seconded the motion. The motion was adopted unanimously.

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

Paul Lazenby was recognized to present this item. Mr. Lazenby stated that this grant is recommended late due to changes in the facility of a previously funded project. He noted that this site is in an area of high poverty and the area is not being served by other grants. Ms. Burrow moved approval of the grant. Dr. King seconded the motion. The motion was adopted unanimously.

Request for Amendments to 2006-2007 Arkansas Better Chance Grants

Mr. Lazenby noted that the reason for each of the proposed amendments was detailed in the Agenda attachments and that ABC staff has reviewed each of the revisions. Ms. Rebick moved approval of the amendments as presented. Dr. Williams seconded the motion. The motion was adopted unanimously.

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

Beverly Williams was recognized to present this item. Ms. Williams stated that gifted education is a new area of licensure and this is the first time for full licensure of gifted education teachers. She noted that committees of practitioners participated in the setting of the recommended cut score. Dr. Mays moved adoption of the cut score as presented. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration for Adoption and Implementation with the Beginning of 2007 – 2008 School Year the Amended Grade 9-12 English/Language Arts Frameworks and the Algebra I, Geometry and Algebra II Mathematics Frameworks that have been Aligned to the American Diploma Project (ACHIEVE)

Dr. Gayle Potter was recognized to present this item. Dr. Potter noted that the work to conduct the alignment and to revise these frameworks was conducted over several months with a large number of Arkansas practitioners participating. Dr. James acknowledged the hard work of those participating and the staff in getting these documents to the present status.

Dr. Williams asked about the Algebra II test. Dr. Potter indicated that with the current alignment, the framework would be consistent with the ACHIEVE documents that are being used to select a vendor that will develop the Algebra II test as part of a national consortium.

Ms. Rebick asked about professional development activities for teachers to help understand the new frameworks and when such training might take place. Janinne Riggs responded that planning for such training is underway and will begin in late winter and early spring. She also noted that training would utilize professional development networks already in place such as Arkansas Association of Supervision and Curriculum Development (AASCD) and the network of literacy and mathematics specialists employed by the Department.

Mr. Lawson commended the staff on the work accomplished and moved adoption as presented. Dr. Williams seconded the motion. The motion was adopted unanimously.

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

Beverly Williams noted that revisions to this rule are based on recent legislation that will allow the Arkansas Teacher of the Year to become part of the Department staff for a year and to become a non-voting member of the Board. She emphasized the importance of teachers serving in this capacity continuing their eligibility to receive salary incentive based on the National Board licensure.

Mr. Lawson moved adoption for public comment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

The following Agenda items were recorded and are reported under separate cover by a court reporter. Readers of the minutes are directed to the court reporter's report for full text of the discussion of each of these hearings.

Dr. Williams stated that his employer, Walton Family Foundation, supports charter schools throughout the nation including Arkansas. He noted that he personally does not benefit from any charter school that is funded either by the Foundation or from the State with some Foundation support. He stated that he does not believe there to be a conflict of interest for him to review and vote on the charter school applications under consideration.

Hearing of Open Enrollment Charter School Application Appeal and ADE Review: School of Excellence, Humphrey

The Board heard a presentation from Tom Wilson, Superintendent of DeWitt School District, stating the district's opposition to the location of the proposed charter school in that district. The Board also heard a presentation from Dr. Richard Wilson representing the application. Following a question and answer session, Ms. Rebick moved to table further consideration of the application until the January 8, 2007, meeting. Dr. Knight seconded the motion. The motion was adopted unanimously.

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

Frank Anthony, Superintendent of Pine Bluff School District, presented that district's opposition to the location of Hope Academy in the Pine Bluff School District. Mr. Anthony suggested that the district experienced a severe decrease in enrollment and an open enrollment charter would further erode attendance in the district, which he felt would diminish program opportunities for all students in the district. Amanda and Earl Glass presented information pursuant to the Hope Academy charter application.

Following a period of questions to representatives of the Pine Bluff School District and the Hope Academy, Ms. Rebick moved approval of the charter for a period of three years. The motion died for lack of a second.

Scott Smith reminded Board members that initial charter applications are for a period of five (5) years.

Ms. Rebick moved approval of the Hope Academy for a period of five (5) years. Mr. Lawson seconded the motion.

Dr. Knight asked for documentation that will support accountability for program and financial operation. Dr. James responded that the Department monitors all schools – including charter schools – on an annual basis and accountability and quality of results is understood. Dr. James also noted that the Board may review the performance of the charters annually as well.

The motion was adopted on a roll-call vote 5 yes and 4 no. (Burrow, Cooper, King, and Mays voted no – the chair voted yes)

Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Northwest Academy of Fine Arts, Rogers

No one was present to represent the Rogers School District, the local district in which the proposed charter is to be located. A. J. Hatley presented information and responded to questions regarding the proposal.

Mr. Cooper moved to table action on this proposed open enrollment charter until January 8, 2007. Dr. King seconded the motion. The motion was adopted with a vote 6 yes and 2 no (Lawson and Williams voted no).

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

Dr. Bruce Daniels, Superintendent of Blytheville School District, presented information from the Blytheville School District and the Blytheville local school board in opposition to the approval of the University School charter application. Kathleen Dean presented information about the proposed charter application. Daniels and Dean responded to questions from Board members.

Mr. Lawson moved to deny the University School charter application. Dr. Mays seconded the motion. The motion was adopted on a unanimous roll-call vote. Scott Smith reminded Board members that a vote of no requires justification or a statement of reasoning that led to the no vote.

Lawson:	Expressed concern for a sound management plan to operate the charter, expertise of the proposed staff and administrators to carry out the day-to-day operation, and the potential for negatively impacting the desegretative efforts of the Blytheville School District and surrounding districts.
Burrow:	The potential for negatively impacting the desegretative efforts of the Blytheville School District and surrounding districts.
Cooper:	Does not believe that the proposed charter school will offer a program beyond that already available in the Blytheville School District and surrounding districts.
King:	Does not believe the facility is adequate to operate a charter school and questions the ability and intent of the city to make necessary facility modifications.
Knight:	Believes approval of the charter would hamper desegregation efforts in the area; expressed concern for the discrepancies in the proposed transportation system; expressed concern that any modifications to the old building would be impacted by exposed asbestos.
Mays:	Negative impact on desegregation efforts in the local district and surrounding districts

Rebick: Concerned about the viability of the corporation that holds the 501(c) 3 document and the transfer of that status to the charter school administration.

Williams: Concerned about the desegregation status, if approved, and observed a number of components of the proposal that were not fully developed.

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

Stan Williams, Superintendent of the Gosnell School District, presented a packet of information about the potential negative impact of the proposed charter school on the Gosnell School District and the surrounding districts. A. J. Hatley presented information about the charter application and responded to Board members questions.

Dr. Mays moved that the proposed charter be denied. Ms. Burrow seconded the motion. The motion was adopted unanimously on a roll-call vote.

Cited reasons supporting the vote to deny:

Lawson: The documented expertise of the proposed administration is questionable and the application has many areas that are not well developed.

Burrow: Concern for the potential negative impact on desegregation efforts in the Gosnell School District and surrounding districts.

Cooper: The application does not present a program of study that is superior to that currently offered in the local district(s) and concern for the number and types of waivers requested, which are beyond what the law allows.

King: The potential for negatively impacting desegregation efforts in the local and surrounding districts, the plan for providing lunch is not well developed and the assurance for enrollment is lacking specificity.

Rebick: Concerned that the choice options afforded students will not be enhanced with this proposal and concern for transfer of ownership of the 501(c) 3 status.

Knight: Negative impact on desegregation efforts in the local district and surrounding districts

Mays: Negative impact on desegregation efforts in the local district and surrounding districts

Williams: Negative impact on desegregation efforts in the local district and surrounding districts: does not believe this charter has the potential to improve student achievement.

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

Dr. Katherine Mitchell represented the Little Rock School District Board and Dr. Linda Watson represented the Little Rock School District Administration and presented information opposing the establishment of additional charter schools proposing to operate within the Little Rock School District. Dr. Valarie Tatum and Mr. Jason Crader

presented information pursuant to the Covenant Keepers Academy and responded to questions from Board members.

Dr. Williams moved to table action on this item until January 8, 2007. Mr. Lawson seconded the motion. The motion was adopted on a vote of 7 yes, 1 no (Rebick voted no).

Hearing of Open Enrollment Charter School Application Appeal and ADE Review: Learning for Life Academy, Little Rock School District

Dr. Katherine Mitchell represented the Little Rock School District Board and Dr. Linda Watson represented the Little Rock School District Administration and presented information opposing the establishment of additional charter schools proposing to operate within the Little Rock School District. R. J. Hampton presented information about the proposed Learning for Life Academy and responded to questions from Board members.

Mr. Lawson moved to table until January 8, 2007. Dr. King seconded the motion. The motion was adopted unanimously.

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

Scott Smith stated that the Department proposes a stipulated agreement based on two-year probationary status and he reported that the Batesville District has written in support of the agreement. Ms. Burrow moved approval of the stipulated agreement as proposed. Dr. Knight seconded the motion. The motion was adopted unanimously.

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

Scott Smith stated that the Department proposes a stipulated agreement based on one-year probationary status and he reported that the Pulaski County Special School District has written in support of the agreement. Dr. Knight moved adoption of the stipulated agreement as proposed. Dr. King seconded the motion. The motion was adopted unanimously.

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

Scott Smith reported that the Batesville School District has declined to support the proposed waiver. Ms. Dittinger was not present nor represented. Ms. Rebick moved to deny the waiver. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Non-Certified Employee with the Springdale School District – Juan Garcia, Jr.23

Scott Smith reported that the Springdale School District has declined to support the proposed waiver. Mr. Garcia was not present nor represented. Dr. Williams moved to deny the waiver. Ms. Burrow seconded the motion. The motion was adopted unanimously.

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

Scott Smith reported that the Department recommends a stipulated agreement which includes a two-year probationary period. He also stated that the Department has received many letters of support from the school and community. Dr. Mays moved approval of the stipulated agreement. Ms. Burrow seconded the motion. The motion was adopted unanimously.

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

Scott Smith reported that the Pulaski County Special School District failed to provide a letter of recommendation. Terry Davis was not present nor represented. Dr. King moved to deny the waiver. Dr. Williams seconded the motion. The motion was adopted unanimously.

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

Scott Smith recommended that this item be tabled until a later date. Mr. Lawson moved to table consideration of this item until a later date. Dr. Williams seconded the motion. The motion was adopted unanimously.

Other Business

Mr. Lawson extended thanks from the Board and congratulations for a job well done to Dr. Terry Hardy, Education Liaison from Governor Huckabee's Office. Mr. Lawson stated that Dr. Hardy has served Arkansas Education well in her years in the position and that she brought professionalism and quality to the delivery system of education in Arkansas.

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

The meeting adjourned at 6:45 p.m.

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

NEWLY EMPLOYED FOR THE PERIOD OF December 1, 2006 – December 31, 2006

Jacqueline DeBusk- Technical Assistance Manager, Arkansas Public School Computer Network (APSCN), Grade 21, effective 12/04/06.

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

Earnest Huff- Systems Coordination Analyst II, Research and Technology, Grade 23, effective 12/20/06. Rehire

Karen Lamey- Management Project Analyst II, Arkansas Public School Computer Network (APSCN), Grade 20, effective 12/04/06.

***Selina Mahon- Secretary II, Curriculum, Assessment and Research, Division of Learning Services, Grade 13, effective 12/04/06.**

Teresa Roebuck- Public School Program Advisor, K-12 Literacy, Professional Development, Grade 21, effective 12/11/06.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF December 1, 2006 – December 31, 2006

Jessica Brown- from Agency Program Coordinator, Arkansas Public School Computer Network (APSCN), grade 21 to Public School Program Advisor, Arkansas Public School Computer Network (APSCN), Grade 21, effective 12/04/06.

SEPARATIONS FOR THE PERIOD OF December 1, 2006 - December 31, 2006

Paula Dickerson- Program Support Manager, School Improvement/ACSIP, Division of Learning Services, Grade 22, effective 11/28/06. 0 years, 0 months, 7 days. Code: 01

***Linda Hill- Public School Program Advisor, School Improvement/ACSIP, Division of Learning Services, Grade 21, effective 12/01/06. 8 years, 4 months, 7 days. Code: 02**

Bill Hilliard- Education Program Analyst, Special Education, Division of Learning Services, grade 21, effective 12/15/06. 33 years, 0 months, 0 days. Code: Retirement

Brett Kingrey- Area Project Manager, DPSAF and Transportation, Grade 23, effective 11/29/06. 1 year, 5 months, 0 days. Code: 07

***June Richardson- Education Program Administrator, Special Education, Division of Learning Services, Grade 21, effective 12/01/06. 0 years, 8 months, 26 days. Code: 07**

***Minority**

AASIS Code:
Voluntary- 01
Involuntary- 02
Career Advancement- 07
Retirement

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
DECEMBER 31, 2006

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

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF DECEMBER 31, 2006
I. Financial Obligation	As of November 30, 2006, State Foundation Funding payments paid for FY 06/07 totaled $25,079,128 to LRSD, $12,900,827 to NLRSD, and $20,532,024 to PCSSD. The Magnet Operational Charge paid as of November 30, 2006, was $5,331,512. The allotment for FY 06/07 was $15,171,274. M-to-M incentive distributions for FY 06/07 as of November 30, 2006, were $1,359,858 to LRSD, $1,526,773 to NLRSD, and $3,591,751 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 December 11, 2006, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of November.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF DECEMBER 31, 2006
VI. Remediation	ADE staff provided professional development at the Robinson Convention Center on alignment of curriculum, instruction and assessment. Training was also given on the development of sound classroom assessments for both multiple choice and constructed response items. On November 13-16, 2006, Grade 11 Literacy, Algebra 1 and Geometry were covered. On November 28-December 1, training for grades 5 and 8 Literacy and Math, and grade 5 Science were covered. The LRSD had 14 individuals in attendance, the NLRSD had 9, and the PCSSD had 4.
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.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF DECEMBER 31, 2006
X. Financial Assistance to Minority Teacher Candidates	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: STAR Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award White / 62 / 270,514 / 337 / 1,466,952 / 399 / 1,737,466 Black / 9 / 51,000 / 44 / 190,500 / 53 / 241,500 Hispanic / 1 / 6,000 / 4 / 21,000 / 5 / 27,000 Native Amer / 1 / 6,000 / 2 / 9,000 / 3 / 15,000 Other / 2 / 7,500 / 2 / 9,000 / 4 / 16,500 **Totals** / 75 / 341,014 / 389 / 1,696,452 / 464 / 2,037,466 The scholarship awards for MTS are as follows: MTS Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black / 6 / 27,500 / 42 / 188,430 / 48 / 215,930 Hispanic / / / 1 / 5,000 / 1 / 5,000 Asian Native Amer / / / 5 / 25,000 / 5 / 25,000 **Totals** / 6 / 27,500 / 48 / 218,430 / 54 / 245,930 The scholarship awards for MMF are as follows: MMF Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black / 2 / 6,250 / 26 / 93,750 / 28 / 100,000 Hispanic / / / 3 / 13,750 / 3 / 13,750 Native Amer **Totals** / 2 / 6,250 / 29 / 107,500 / 31 / 113,750
XI. Minority Recruitment of ADE Staff	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.
XII. School Construction	This goal is completed. No additional reporting is required.
XIII. Assist PCSSD	Goal completed as of June 1995.
XIV. Scattered Site Housing	This goal is completed. No additional reporting is required.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF DECEMBER 31, 2006
XV. Standardized Test Selection to Determine Loan Forgiveness	Goal completed as of March 2001.
XVI. Monitor School Improvement Plans	On November 16, 2006, ADE staff provided technical assistance with the PRE, ACSIP, and Title I at the Instructional Resource Center (IRC) in the LRSD. On November 2, 2006, ADE staff provided technical assistance with ACSIP at Pikeview Elementary School in the NLRSD. On November 8, 2006, ADE staff met with the principal regarding ACSIP approval at Rose City Middle School in the NLRSD. On November 9, 2006, ADE staff met with the principal regarding ACSIP approval at Ridge Road Middle School in the NLRSD. On November 15, 2006, ADE staff assisted with updates to ACSIP at North Heights Elementary in the NLRSD. On November 16, 2006, ADE staff assisted with updates to ACSIP at Glenview Elementary in the NLRSD. On November 17, 2006, ADE staff assisted with updates to ACSIP at Meadow Park Elementary in the NLRSD. On November 16, 2006, ADE staff provided technical assistance on ACSIP with all PCSSD elementary school principals at Clinton Elementary School in the PCSSD. On November 17, 2006, ADE staff provided technical assistance on ACSIP at Jacksonville Elementary School in the PCSSD. On November 20, 2006, ADE staff provided technical assistance with ACSIP at the PCSSD Central Office. On November 27, 2006, ADE staff provided technical assistance on ACSIP at Daisy Bates Elementary School in the PCSSD. On November 27, 2006, ADE staff provided technical assistance with ACSIP at North Pulaski High School in the PCSSD.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF DECEMBER 31, 2006
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.

ACT 1623/ Monthly Report
January 17, 2007
2006 - 2007 School Year

Monthly Total of School Districts	Waivers Requested
103	296
Total of School Districts Requesting Waivers	**Total Waivers Requested**
201	594

Monthly Total # of School Districts with Waivers Denied	# of Waivers Requested and Denied
36	99
Total of School Districts with Waiver Requests Denied	**Total # of Waivers Requested and Denied**
48	114

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*

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	
8099000	Arkansas School for Math and Science	2	Cherie Honeycutt	Spanish (P-8)	French (7-12)		2006-2007	
				Spanish(7-12)				
			Steve Hogue	Art (P-8)	Music (P-8)		2006-2007	
				Art (7-12)				
1701000	Alma Public School District	2	Bradford Ray	Secondary Physical Education (7-12)	Social Studies		2006-2007	
				Coaching (7-12)				
				PE/Wellness/LEI (7-12)				
			Dawn Williams	Social Studies (7-12)	Language Art		2006-2007	
4101000	Ashdown Public School District	11	Becky Edmisten	Art (P-8)	Survey of Fine Arts		2004-2005 2005-2006 2006-2007	
				Art (7-12)				
				Guidance Elementary (K-9)				
				Guidance Secondary (5-12)				
			Angie Sightes	Middle School Math (5-8)	Secondary Math		2004-2005 2005-2006 2006-2007	
				Middle School Science (5-8)				
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
				Applied Math I (7-12)				
				Applied Math II (7-12)				
			Hope Pierce	MidChLangArt/SS (4-8)	Secondary Math		2006-2007	
				MidChSci/Math (4-8)				
			Brian Vermeer	Phys/Earth Science (7-12)	Biology		2005-2006 2006-2007	
				Chemistry (9-12)				
				Principles of Technology (9-12)				
				Principles of Technology II (9-12)				
			Alisha Lowery	Early Childhood Education (P-4)	Special Education Language		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	
			Mary Wells	MidChLangArt/SS (4-8)	Special Education Math		2005-2006 2006-2007	
				MidChSci/Math (4-8)				
				Guidance & Counseling (P-8)				
				Guidance & Counseling (7-12)				
			Joni Pennington	Early Childhood Education (P-4)	Social Studies		2006-2007	
			Nicole Pearson	MidChLangArt/SS (4-8)	Special Education Math		2005-2006 2006-2007	
				MidChSci/Math (4-8)				
			Donna Gabbard	Elementary (1-6)	Art (P-4)		2005-2006 2006-2007	
				Vocal Music (P-8)				
				Vocal Music (7-12)				
			Charlotte Cobb	Vocal Music (P-8)	Art (P-4)		2005-2006 2006-2007	
				Vocal Music (7-12)				
			Melanie Cobb	Early Childhood Education (P-4)	Art (5-6)		2004-2005 2005-2006 2006-2007	
7301000	Bald Knob Public School District	2	Martha Black	Elementary (1-6)	Special Education		2006-2007	
				Guidance & Counseling (P-8)				
				Guidance & Counseling (7-12)				
			Joanna Barker	English Language Arts (7-12)	Special Education English & Math		2006-2007	
O401000	Bentonville Public School District	17	Jason Craft	Business Technology (7-12)	Special Education & Coaching		2005-2006 2006-2007	
			Sandra Hutchens	Social Studies (7-12)	Physical Science (7-8)		2005-2006 2006-2007	
			Stephanie Lane	Elementary Prinicipal (K-9)	Counseling (5-6)		2005-2006 2006-2007	
				Early Childhood Education (P-4)				
				Middle School Social Studies (5-8)				
				Elementary (K-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	
			Jason Rowan	Social Studies (7-12)	Physical Education		2006-2007	
			Laura Williams	Middle School English (5-8)	Social Studies (7-12)		2006-2007	
				Health Education (7-12)				
				Physical Education (K-12)				
				Coaching (7-12)				
				Middle School Social Studies (5-8)				
			Elizabeth Smith	Spanish (7-12)	Spanish (5-6)		2006-2007	
			Jennifer Brewer	Early Childhood Education (P-4)	Special Education Math		2006-2007	
				MidChLangArt/SS (4-8)				
				Grades 5-6 Endorsement P-4 (5-6)				
				MidChSci/Math (4-8)				
				Mathematics (7-12)				
			Stacie Brown	Early Childhood Education (P-4)	Special Education		2006-2007	
			Erin Creech	MidChLangArt/SS (4-8)	Special Education English		2006-2007	
				MidChSci/Math (4-8)				
			Eliose Murphy	Early Childhood Education (P-4)	Special Education English		2006-2007	
				MidChLangArt/SS (4-8)				
				MidChSci/Math (4-8)				
			Quentin Snoderly	MidChLangArt/SS (4-8)	Special Education Math		2006-2007	
				MidChSci/Math (4-8)				
				PE/Wellness/LEI (P-8)				
				PE/Wellness/LEI (7-12))				
			Kenneth Timbrel	Early Childhood Education (P-4)	Special Education		2006-2007	
				Grades 5-6 Endorsement P-4 (5-6)				
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
			Mikel Sparks	Social Studies (7-12)	Special Education History		2006-2007	
			Jerry Lawson	Social Studies (7-12)	Special Education Math		2004-2005 2005-2006 2006-2007	
				Instrumental Music (P-8)				
				Instrumental Music (7-12)				
				Sp Ed Instructional Specialist (4-12)				
			Nicole Short	Early Childhood Education (P-4)	Counseling (5-6)		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	
				MidChLangArt/SS (4-8)				
				MidChSci/Math (4-8)				
				English as a Second Language (P-8)				
				English as a Second Language (7-12)				
			William Reynolds	Early Childhood Education (P-4)	Special Education Science		2005-2006 2006-2007	
				Grades 5-6 Endorsement P-4 (5-6)				
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
			Rebecca Kirby	Mathematics (7-12)	Special Education Math		2005-2006 2006-2007	
2901000	Blevins Public School District	1	Rachel Sweat	Long-Term Substitute Teacher	Science		2006-2007	
4702000	Blytheville Public School District	1	Robert Gillham	Building Administrator (7-12)	Special Education Math		2006-2007	
				Agriculture Science & Technology (7-12)				
				PE/Wellness/LEI (P-8)				
				PE/Wellness/LEI (7-12)				
				Guidance & Counseling (7-12)				
				School Psychology Specialist (p-12)				
				Driver Education Endorsement (7-12)				
4801000	Brinkley Public School District	3	William Lange	MidChLangArt/SS (4-8)	Vocational Agriculture (9-12)		2006-2007	
				Social Studies (7-12)				
				MidChSci/Math (4-8)				
				Business Technology (7-12)				
			Richard Havner	Physical Education (K-12)	Secondary Health (9-12)		2006-2007	
				Coaching (7-12)				
				PE/Wellness/LEI (P-8)				
				PE/Wellness/LEI (7-12)				
				Career Acad Endorsement (7-12)				
			Angie Sheffer	Middle School Science (5-8)	Couselor (6-12)		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	
	Butterfly Learning Center	1	Nicole Danis	Early Childhood Education (P-4)	Special Education Early Childhood		2006-2007	
				MidChLangArt/SS (4-8)				
				MidChSci/Math (4-8)				
4304000	Cabot Public School District	5	Lauren Hammett	Early Childhood Education (P-4)	Special Education General		2006-2007	
			Elizabeth Adamson	Early Childhood Education (P-4)	Special Education General		2006-2007	
				MidChLangArt/SS (4-8)				
				Middle School Social Studies (5-8)				
				MidChSci/Math (4-8)				
				Elementary (1-6)				
				Sp Ed Hearing Specialist (P-4)				
				Sp Ed Hearing Specialist (4-12)				
			Jessica Hutchinson	Early Childhood Education (P-4)	Special Education General		2006-2007	
			Samuel Peters	Early Childhood Education (P-4)	Special Education General		2006-2007	
			Sarah Grizzell	Early Childhood Education (P-4)	Special Education General		2006-2007	
5204000	Camden Fairview Public School District	1	Carrie Betts	MidChLangArt/SS (4-8)	Algebra I (8th grade)		2006-2007	
				MidChSci/Math (4-8)				
4303000	Carlisle Public School District	2	Jill Amaden	Early Childhood Education (P-4)	Special Education (High School) Math and Language Arts		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
			Krystal Nail	Early Childhood Education (P-4)	Gifted & Talented Elementary & High School		2004-2005 2005-2006 2006-2007	
1702000	Cedarville Public School District	2	Cara Abshere	Middle School Social Studies (5-8)	Special Education General		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	
			Mariam Cowles	Early Childhood Education (P-4)	Art		2004-2005 2005-2006 2006-2007	
				Middle School English (5-8)				
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
5002000	Centerpoint Public School District	3	Michelle Spray	Early Childhood Education (P-4)	Gifted & Talented Coordinator		2005-2006 2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
			Mary Ivy	Early Childhood Education (P-4)	Elementary Art		2005-2006 2006-2007	
			Vicki Barentine	Early Childhood Education (P-4)	Counselor (4-8)		2005-2006 2006-2007	
2402000	Charleston Public School District	4	Jason Rucker	Health Education (7-12)	Life Science		2005-2006 2006-2007	
				Secondary Physical Education (7-12)				
				Coaching (7-12)				
				Life/Earth Science (7-12)				
				Career Acad Endorsement (7-12)				
			Marsha Ross	Health Education (7-12)	English/Speech (7-12)		2005-2006 2006-2007	
				Secondary Physical Education (7-12)				
				Coaching (7-12)				
				General Science (7-12)				
				Life/Earth Science (7-12)				
				Mathematics (7-12)				
				Physical Science (7-12)				
			Brandon Barbaree	PE/Wellness/LEI (P-8)	Social Studies (7-12)		2006-2007	
				PE/Wellness/LEI (7-12)				
			Jennifer McDonald	Agriculture Science and Technology (7-12)	English (7th grade)		2005-2006 2006-2007	
				Career Orientation (7-12)				
				Career Orientation Vocational (7-12)				
3601000	Clarksville Public School District	1	Deborah West	Early Childhood Education (P-4)	Special Education (2-4)		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	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
4802000	Clarendon Public School District	1	Shannon Kersey	Life/Earth Science (7-12)	Math (7-12)		2006-2007	
1101000	Corning Public School District	1	Dustin Eddington	Social Studies (7-12)	Special Education Math/Literacy (7-9)		2005-2006 2006-2007	
1901000	Cross County Public School District	2	Karen Ward	Early Childhood Education (P-4)	Art (P-8)		2005-2006 2006-2007	
				Elementary (K-6)				
			Peggy Burnett	Library Media Specialist	Library Media Specialist		2005-2006 2006-2007	
7504000	Dardanelle Public School District	3	Lisa Sanderock	Early Childhood Education (P-4)	Special Education Resource		2006-2007	
				Elementary (K-6)				
			Tiffany Alexander	Early Childhood Education	Special Education Self-Contained		2006-2007	
			Rachelle Brown	Elementary (1-6)	Gifted & Talented		2004-2005 2005-2006 2006-2007	
5106000	Deer/Mt. Judea Public School District	10	Harold Watson	Agriculture Science & Technology (7-12)	Life/Earth Science (7-12)		2006-2007	
			Elizabeth Nichols	Social Studies (7-12)	Spanish (7-12)		2006-2007	
			Brenda Napier	Building Administrator (P-8)	Curriculum Director (7-12)		2006-2007	
				Building Administrator (7-12)				
				Middle School Math (5-8)				
				Mathematics (7-12)				
				Applied Math I (7-12)				
				Applied Math II (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	
				Transitional Math (9-12)				
			Joni Blair	MidChLangArt/SS (4-8)	Mathematics (7-12)		2006-2007	
				MidChSci/Math (4-8)				
			Sam Dye	Middle School Math (5-8)		Principal (7-12)	2004-2005 2005-2006 2006-2007	
				Mathematics (7-12)				
				Applied Math I (7-12)				
				Applied Math II (7-12)				
				Transitional Math (9-12)				
			Sarah Fincher	English Language Arts (7-12)	Spanish (7-12)		2006-2007	
				Drama/Speech (7-12)				
			Kim Ricketts	Bus Ed Vocational Endorsement (7-12)	Counselor (7-12)		2004-2005 2005-2006 2006-2007	
				Business Technology (7-12)				
				Career Orientation Endorsement (7-12)				
			Lucinda Crow	English Language Arts (7-12)	Special Education (4-12)		2006-2007	
				Journalism (7-12)				
			Anna Schembra	Early Childhood (P-4)	Special Education (Birth-4 & 4-12)		2004-2005 2005-2006 2006-2007	
				Elementary (K-6)				
			James McPherson	Social Studies (7-12)	Journalism (7-12)		2006-2007	
				Art (P-8)				
				Art (7-12)				
5501000	Delight Public School District	3	Chad Smith	PE/Wellness/LEI (P-8)	Social Studies		2006-2007	
				PE/Wellness/LEI (P-8)				
				Coaching (7-12)				
			Terrie Slatton	Early Childhood (P-4)	Middle School Social Studies		2005-2006 2006-2007	
				Elementary (K-6)				
				Gifted & Talented (K-12)				
				Gifted & Talented (P-8)				
				Gifted & Talented (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	
			Cecil Belt	General Science (7-12)	Physics & Physical Science		2006-2007	
				Life/Earth Science (7-12)				
6701000	DeQueen Public School District	2	Kelly Mills	MidChLangArt/SS (4-8)	High School Social Studies		2005-2006 2006-2007	
				MidChSci/Math (4-8)				
			Stephanie Breshears	MidChLangArt/SS (4-8)	Physical Science (9th grade)		2005-2006 2006-2007	
				MidChSci/Math (4-8)				
3102000	Dierks Public School District	1	Erin Wright	Early Childhood Education (P-4)	Physical Education (K-6)		2006-2007	
				Gifted & Talented (P-8)				
				Gifted & Talented (7-12)				
7001000	El Dorado Public School District	13	Tramaine Brown	PE/Wellness/LEI (P-8)	Secondary Math		2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
			Floyd Davis	Family & Consumer Science (7-12)	Spanish		2004-2005 2005-2006 2006-2007	
			Rebecca Hannegan	Early Childhood Education (P-4)	Reading		2004-2005 2005-2006 2006-2007	
				Elementary (K-6)				
			Donna Heuberlin	English Language Arts (7-12)	Middle School Social Studies		2006-20007	
				Social Studies (7-12)				
				Global Studies (7-12)				
			Marcia McCoy	Early Childhood Education (P-4)	English as a Second Language (ESL)		2005-2006 2006-2007	
				English as a Second Language (P-8)				
				English as a Second Language (7-12)				
			Mary Millard	English Language Arts (7-12)	Middle Childhood		2005-2006 2006-2007	

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			Earnest Pressley	Health Education (7-12)	Secondary Science		2006-2007	
				Secondary Physical Education (7-12)				
			Jason Selig	PE/Wellness/LEI (7-12)	Secondary Math		2006-2007	
				Coaching (7-12)				
			Donnie Tank	PE/Wellness/LEI (7-12)	Secondary Math		2005-2006 2006-2007	
			Kimberly Thomas	Elementary (1-6)	Elementary Counseling		2005-2006 2006-2007	
			Penny Webb	Middle School Social Studies (5-8)	Middle School English		2006-2007	
				Elementary (1-6)				
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
			Kristi Wetherington	Early Childhood Education (P-4)	Middle School Science		2006-2007	
			Susan Lawrence	Early Childhood Education (P-4)	Gifted & Talented		2005-2006 2006-2007	
				Elementary (K-6)				
5301000	East End Public School District	5	Angela Miller	Early Childhood Education (P-4)	Middle School English		2006-2007	
			Anita Tilley	MidChLangArt/SS (4-8)	Special Education		2006-2007	
				MidChSci/Math (4-8)				
			David Yarbrough	Instrumental Music (P-8)	Vocal Music		2006-2007	
				Instrumental Music (7-12)				
			Deborah Jones	Middle School English (5-8)	Gifted & Talented		2004-2005 2005-2006 2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
				Gifted & Talented (P-8)				
				Gifted & Talented (7-12)				
			Gina Windle	English Language Arts (7-12)	School Counseling		2006-2007	
				Oral Communication (7-12)				
				Drama (7-12)				

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1408000	Emerson-Taylor Public School District	1	Connie Cochran	Bus Ed Vocational Endorsement (7-12)	Journalism		2006-2007	
				Business Technology (4-8)				
				Business Technology (7-12)				
4302000	England Public School District	2	Monte Bemis	English Language Arts (7-12)	Special Education Resource Lang/Math		2006-2007	
			Melinda Oyler	Bus Ed Vocational Endorsement (7-12)	Journalism		2006-2007	
				Mathematics (7-12)				
				Business Technology (7-12)				
				CCVE (7-12)				
7203000	Fayetteville Public School District	8	Daryl Patton	Secondary Physical Education (7-12)	Health (10-12)		2006-2007	
				Middle School Physical Education (5-8)				
				Coaching (7-12)				
				Middle School Social Studies (5-8)				
			Emery Faulkner	Bus Ed Vocational Endorsement (7-12)	Math (10-12)		2006-2007	
				Technical Permit (7-12)				
				Business Technology (4-8)				
				Business Technology (7-12)				
				Career Prep Endorsement (7-12)				
				Computer Engine (7-PS)				
				GeoSpacial Technology (7-PS)				
			Angela Etheridge	Middle School English (5-8)	Special Education Social Studies		2006-2007	
				Middle School Social Studies (5-8)				
				English Language Arts (7-12)				
				Sp Ed Instructional Specialist (4-12)				
				Journalism (7-12)				
				Oral Communication (7-12)				
				Drama (7-12)				
			Ann Sorenson	Elementary (1-6)	Media Specialist		2006-2007	
			Jennifer Taylor	PE/Wellness/LEI (P-8)	Science(8th grade)		2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				

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			Jeremy Mabry	PE/Wellness/LEI (P-8)	Career Orientation		2006-2007	
				PE/Wellness/LEI (7-12)				
			Joel Henderson	Journalism (7-12)	Oral Communication		2006-2007	
				Arkansas History (5-8)				
				American History (5-8)				
				Geography (7-12)				
			Blake Travis	PE/Wellness/LEI (P-8)	Science		2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
4501000	Flippin Public School District	1	Beverly Gregory	Middle School Social Studies (5-8)	Gifted & Talented (K-12)		2006-2007	
				Elementary (1-6)				
2002000	Fordyce Public School District	2	Evelyn Galloway	Elementary (1-6)	Special Education Reading (5-8)		2006-2007	
			Roxanne Kasi	Social Studies (7-12)	Special Education Math		2006-2007	
4102000	Foreman Public School District	1	Kelly Wade	Early Childhood Education (P-4)	Special Education Elementary		2004-2005 2005-2006 2006-2007	
				MidChLangArt/SS (4-8)				
				MidChSci/Math (4-8)				
O803000	Green Forest Public School District	1	Mindi Phillips	Early Childhood Education (P-4)	English as a Second Language (ESL)		2006-2007	
7204000	Greenland Public School District	2	Amy Evans	Sp Ed Instructional Specialist (4-12)	Reading (5-6)		2006-2007	
				SpEdEch Instructional Specialist (P-4)				
			Patsy Davis	English Language Arts (7-12)	Gifted & Talented		2005-2006 2006-2007	
				Social Studies (7-12)				
				Vocal Music (P-8)				
				Vocal Music (7-12)				
				Instrumental Music (P-8)				
				Instrumental Music (7-12)				

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6602000	Greenwood Public School District	1	Michael Skaggs	Coaching (7-12)	English (10th grade)		2006-2007	
				Social Studies (7-12)				
1003000	Gurdon Public School District	1	Jon Capps	Long-Term Substitute Teacher	Science (7-8)		2006-2007	
O203000	Hamburg Public School District	5	Kelli Carpenter	MidChLangArt/SS (4-8)	Art		2005-2006 2006-2007	
				Elementary (1-6)				
			Jean Alexander	Art (P-8)	Art		2005-2006 2006-2007	
				Art (7-12)				
				Vocal Music (P-8)				
				Vocal Music (7-12)				
			Ginger Beck	English Language Arts (7-12)	Journalism		2004-2005 2005-2006 2006-2007	
			Ashley Hammond	Business Technology (7-12)	Elementary Education		2005-2006 2006-2007	
			Chris Hammond	PE/Wellness/LEI (7-12)	Physical Science		2006-2007	
				Coaching (7-12)				
5602000	Harrisburg Public School District	1	Vicki Faulkner	Elementary (1-6)	Counseling (5-8)		2006-2007	
O503000	Harrison Public School District	2	Sue Davis	Middle School English (5-8)	Oral Communication		2006-2007	
				Middle School Social Studies (5-8)				
				English Language Arts (7-12)				
			Janice Brand	English Language Arts (7-12)	Drama		2006-2007	
				Oral Communication (7-120				
6604000	Hartford Public School District	1	Amber Reed	Social Studies (7-12)	Special Education (K-12)		2006-2007	

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5903000	Hazen Public School District	1	Jason Stewart	MidChLangArt/SS (4-8)	Civics (9th grade)		2006-2007	
				Health Education (7-12)				
				Physical Education (K-12)				
				Coaching (7-12)				
				MidChSci/Math (4-8)				
				Driver Edu Endorsment (7-12)				
5803000	Hector Public School District	1	Rose Morton	Middle School Social Studies (5-8)	Special Education Math & English		2006-2007	
				Social Studies (7-12)				
				English as a Second Language (P-8)				
				English as a Second Language (7-12)				
O601000	Hermitage Public School District	2	Virginia Anders	Elementary (1-6)	Math (8th grade)		2006-2007	
			Tanya Wallace	Sp Ed Instructional Specialist (4-12)	4th grade		2005-2006 2006-2007	
				SpEdEch Instructional Specialist (P-4)				
6804000	Highland Public School District	2	Peggy Long	Elementary (1-6)	Civics/History		2006-2007	
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
			Jason Stephens	PE/Wellness/LEI (P-8)	Special Education		2004-2005 2005-2006 2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
2603000	Hot Springs Public School District	1	Carrie McGill	Early Childhood Education (P-4)	Special Education		2006-2007	
3804000	Hoxie Public School District	1	Cathy Wilkin	Middle School English (5-8)	Choral Director		2006-2007	
				English Language Arts (7-12)				

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4401000	Huntsville Public School District	4	James Moore	Middle School Social Studies (5-8)	Special Education (P-4)		2006-2007	
				Elementary (1-6)				
			Holly Torix	Early Childhood Education (P-4)	5/6 Endorsement (P-4)		2006-2007	
			Natosha West	Early Childhood Education (P-4)	5/6 Endorsement (P-4)		2006-2007	
			Melissa Wright	Middle School English (5-8)	Early Childhood (P-4)		2006-2007	
				English Language Arts (7-12)				
3405000	Jackson County Public School District	5	Barbara Graham	Life/Earth Science (7-12)	Secondary Social Studies		2006-2007	
				Physical Science (7-12)				
			Robert Summers	Business Technology (7-12)	Secondary Social Studies		2006-2007	
				CareerPrep Endorsement (7-12)				
				CareeSerSpePop (7-120				
			Penny Crabtree	PE/Wellness/LEI (P-8)	Special Education		2004-2005 2005-2006 2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
			Amee McGuire	PE/Wellness/LEI (P-8)	Middle School		2006-2007	
				PE/Wellness/LEI (7-12)				
			Jace Watson	PE/Wellness/LEI (P-8)	Secondary Math		2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
5102000	Jasper Public School District	3	Emily Willis	Business Technology (7-12)	Math		2005-2006 2006-2007	
			Cynthia McGlurg-Creager	Life/Earth Science (7-12)	Driver's Education		2006-2007	
			Jack Carpenter, Jr	Secondary Physical Education (7-12)	Driver's Education		2006-2007	
				Life/Earth Science (7-12)				

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5102023	Jasper-Oark Public School District	1	James Boulder	General Science (7-12)	6th grade		2006-2007	
				Life/Earth Science (7-12)				
1608000	Jonesboro Public School District	2	Cindy Miles	Early Childhood Education (P-4)	Elementary		2006-2007	
				MidChLangArt/SS (4-8)				
				MidChSci/Math (4-8)				
				Elementary (1-6)				
			Stephanie Gurley	Journalism (7-12)	Oral Communication		2006-2007	
				English Language Arts (7-12)				
				Drama (7-12)				
				Arkansas History (7-8)				
5503000	Kirby Public School District	2	Allen Dunn	Social Studies (7-12)	LEA		2006-2007	
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
			Norma Lowery	General Science (7-12)	Gifted & Talented		2006-2007	
				English Language Arts (7-12)				
				Life/Earth Science (7-12)				
				Oral Communication (7-12)				
3704000	Lafayette County 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	
7205000	Lincoln Public School District	2	Michelle Morris	Social Studies (7-12)	Algebra I (9th grade)		2006-2007	
			Heather Bottoms	English Language Arts (7-12)	Speech		2006-2007	
				Drama/Speech (7-12)				

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6041000	Lisa Academy	1	ShaRhonda Cobbs	Early Childhood Education (P-4)	Special Education		2006-2007	
6001000	Little Rock School District	15	Bennie Broyles	Building Administrator (7-120	Physical Science & Chemistry		2006-2007	
				Life/Earth Science (7-12)				
			Barbara Bush	Elementary (1-6)	Library Media		2006-2007	
				Reading Specialist (P-8)				
				Reading Specialist (7-12))				
			Nancy Downing	Elementary (1-6)	Special Education		2005-2006 2006-2007	
			Graham Goodloe	Social Studies (7-12)	Special Education English		2004-2005 2005-2006 2006-2007	
			Faye Hanson	Reading (1-12)	Gifted & Talented		2005-2006 2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
			Lauren Hughes	Marketing Technology (7-12)	Spanish & English (7-12)		2006-2007	
				Business Technology (7-12)				
			Marlo Jackson	Early Childhood Education (P-4)	Special Education		2004-2005 2005-2006 2006-2007	
				MidChLangArt/SS (4-8)				
				MidChSci/Math (4-8)				
				Sp Ed Visual Specialist (P-4)				
				SpEd Visual Specialist (4-12)				
			Robin Johnson	Early Childhood Education (P-4)	Counseling Endorsement		2005-2006 2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
			Peggy Nakamoto	Business Technology (7-12)	Special Education Math		2006-2007	
			Demetric Reed	Elementary (1-6)	Special Education		2004-2005 2005-2006 2006-2007	

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			Shawn Ricks	Elementary (1-6)	Art Education		2005-2006 2006-2007	
			Louisa Rook	English Language Arts (7-12)	Journalism		2006-2007	
			Karen Sebourn	Reading (1-12)	Library Media		2004-2005 2005-2006 2006-2007	
				Elementary (1-6)				
				Art (P-8)				
				Art (7-12)				
			Kimberlee Swindler	Sp Ed Instructional Specialist (4-12)	Reading Recovery		2006-2007	
				SpEdEch Instructional Specialist (P-4)				
			Mary Taylor	English Language Arts (7-12)	Speech/Drama		2004-2005 2005-2006 2006-2007	
				Drama/Speech (7-12)				
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
	Living Hope of Texarkana	1	Frances Keasler	Middle School English (5-8)	Special Education (4-12)		2006-2007	
				Middle School Social Studies (5-8)				
				English Language Arts (7-12)				
				Business Technology (4-8)				
4301000	Lonoke Public School District	2	Christopher Smith	Social Studies (7-12)	Science (4-8)		2006-2007	
				PE/Wellness/LEI (P-8)				
				PE/Wellness/LEI (7-12)				
			Amanda Schullian	Family & Consumer Science (4-8)	Secondary Special Education(Social Studies & English)		2006-2007	
				Family & Consumer Science (7-12)				
3003000	Magnet Cove Public School District	1	Vicki Wright	Early Childhood Education (P-4)	Special Education (5-6)		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
				SpEdEch Instructional Specialist (P-4)				

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3004000	Malvern Public School District	3	Bridgett Allen	Elementary (1-6)	Gifted & Talented		2005-2006 2006-2007	
			Becky Jones	Early Childhood Education (P-4)	Special Education (K-12)		2006-2007	
			Tammy Sullivan	Secondary Physical Education (7-12)	Special Education (Math)		2006-2007	
				Elementary Physical Education (K-6)				
				SpEdEch Instructional Specialist (P-4)				
6606000	Mansfield Public School District	1	Deborah Gooch	Physical Handicapp (K-12)	2nd grade		2006-2007	
				Sp Ed Instructional Specialist (P-4)				
				SpEdEch Instructional Specialist (P-4)				
				Sp Ed Visual Specialist (P-4)				
				SpEd Visual Specialist (4-12)				
5604000	Marked Tree Public School District	4	Lesa Dacus	Middle School Science (5-8)	Special Education (7-8)		2004-2005 2005-2006 2006-2007	
				Elementary (1-6)				
			Pamela Kirby	Early Childhood Education (P-4)	Art (P-6)		2006-2007	
				Elementary (K-6)				
			Michelle Walling	MidChLangArt/SS (4-8)	English (9th grade)		2006-2007	
				Social Studies (7-12)				
				MidChSci/Math (4-8)				
			Luke Lovins	PE/Wellness/LEI (P-8)	Arkansas History		2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
6102000	Maynard Public School District	1	Bennie West	Coaching (7-12)	Physical Education		2006-2007	
				Middle School Social Studies (5-8)				
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
7403000	McCrory Public School District	2	Samantha Williams	Elementary (1-6)	Pre-Algebra/Algebra I		2006-2007	
				Business Technology (4-8)				
			Angie Davis	Elementary (1-6)	Art (K-12)		2006-2007	

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				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
3104000	Mineral Springs Public school District	1	Kenneth Stewart	Elementary Principal (K-9)	Music		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
				Gifted & Talented (P-8)				
				Gifted & Talented (7-12)				
O303000	Mountain Home Public School District	2	Roger Fisher	MidChLangArt/SS (4-8)	Special Education/Math		2006-2007	
				MidChSci/Math (4-8)				
			Rebecca Camp	Elementary (1-6)	Special Education Literacy (5-6)		2006-2007	
2607000	Mountain Pine Public School District	3	Anna Lambeth	Spanish (7-12)	English (9th grade)		2005-2006 2006-2007	
			Chris Jones	Health Education (7-12)	Social Studies (7-12)		2006-2007	
				Secondary Physical Education (7-12)				
				Coaching (7-12)				
			Debra Gilbreth	Middle School Social Studies (5-8)	Elementary Media Specialist		2005-2006 2006-2007	
				Elementary (1-6)				
4902000	Mt. Ida Public School District	1	Shanda Powell	Early Childhood Education (P-4)	Special Education		2006-2007	
1704000	Mulberry/ Pleasant View Public School District	2	Laurel Brown	English Language Arts (7-12)	Journalism & Drama/Speech		2004-2005 2005-2006 2006-2007	
			Claudine Shankle	Early Childhood Education (P-4)	Special Education		2004-2005 2005-2006 2006-2007	

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				Elementary (K-6)				
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	
6002000	North Little Rock School District	5	Nancy Setzler	Long-Term Substitute Teacher	Music		2006-2007	
			Debra Burnett	Long-Term Substitute Teacher	5th Grade		2006-2007	
			Dorothy Jones	Long-Term Substitute Teacher	5th Grade		2006-2007	
			Audrey Moore	Long-Term Substitute Teacher	1st Grade		2006-2007	
			Cresia Murphy	Long-Term Substitute Teacher	Special Education		2006-2007	
3005000	Ouachita Public School District	1	Rebecca Campora	Business Technology (7-12)	Career Orientation		2006-2007	
O520000	O.U. R. Educational Cooperative	3	Tina Edwards	Early Childhood Education (P-4)	Early Childhood Special Education		2005-2006 2006-2007	
				MidChLangArt/SS (4-8)				
				MidChSci/Math (4-8)				
			Lisa Cimino	Sp Ed Instructional Specialist (4-12)	Early Childhood Special Education		2006-2007	
			Amanda Blum	Early Childhood Education (P-4)	Early Childhood Special Education		2006-2007	
6505000	Ozark Mountain Public School District	8	Gwen Keymer	Early Childhood Education (P-4)	Elementary Special Education		2006-2007	
			Ruth Taylor	Middle School Social Studies (5-8)	High School Special Education		2005-2006 2006-2007	
				Elementary (1-6)				
			Clovis Hatfield	Secondary Principal (5-12)	Elementary Physical Education		2006-2007	
				Secondary Physical Education (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	
				Driver Education Endorsement (7-12)				
				GenCoop Education (7-12)				
			Dana Ryan	Family & Consumer Science (4-8)	Math (8th grade)		2006-2007	
				Family & Consumer Science (7-12)				
				Family & Consumer Science (P-S)				
				Career Orientation Endorsement (7-12)				
			Suzanna Rook	Middle School Social Studies (5-8)	Library Media Specialist		2006-2007	
				Elementary (1-6)				
			Vincent George	Middle School Physical Education (5-8)	Physical Education/Math		2006-2007	
				Coaching (7-12)				
				Middle School Math (5-8)				
				Middle School Science (5-8)				
				Middle School Social Studies (5-8)				
			Gwen Vance	Vocal Music (P-8)	Special Education		2006-2007	
				Vocal Music (7-12)				
			Tim Stephenson	Social Studies (7-12)	Special Education		2006-2007	
				Geography (7-12)				
2404000	Ozark Public School District	5	Haley Shaw	Early Childhood Education (P-4)	Special Education (P-4)		2006-2007	
				Grades 5-6 Endorsement (P-4)				
			Lori Covert	MidChLangArt/SS (4-8)	Special Education (P-4)		2006-2007	
				MidChSci/Math (4-8)				
				Sp Ed Instructional Specialist (4-12)				
			Sarah Williams	Early Childhood Education (P-4)	Science (6th grade)		2006-2007	
			Janet Trusty	General Science (7-12)	Gifted & Talented (K-8)		2004-2005 2005-2006 2006-2007	
				Middle School Science (5-8)				
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
			Gail Bradshaw	Health Education (7-12)	Library Media Specialist (7-12)		2005-2006 2006-2007	
				Secondary Physical Education (7-12)				
				Middle School Physical Education (5-8)				
				Middle School Science (5-8)				

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	
				Earth Science (5-8)				
				Life Science (7-12)				
4203000	Paris Public School District	3	Aric Mitchell	English Language Arts (7-12)	Oral Communication		2006-2007	
			Melissa Wiggins	Life/Earth Science (7-12)	Science (6th grade)		2006-2007	
			Nicole Edwards	Early Childhood Education (P-4)	Social Studies (5th grade)		2006-2007	
7007000	Parkers Chapel Public School District	3	Bonnie Jackson	Spanish (7-12)	Gifted & Talented		2004-2005 2005-2006 2006-2007	
				Comp Technology Endorsement (7-12)				
				English Language Arts (7-12)				
				Business Technology (7-12)				
			Cheryl Dunn	Vocal Music (P-8)	Survey of Fine Arts (10-12)		2006-2007	
				Vocal Music (7-12)				
				Instrumental Music (P-8)				
				Instrumental Music (7-12)				
			Cynthia Murray	Comp Technology Endorsement (7-12)	Art (K-6)		2005-2006 2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
3505000	Pine Bluff Public School District	1	Kenneth Conley	Health Education (7-12)	Physical Education (K-3)		2006-2007	
				Secondary Physical Education (7-12)				
				Coaching (7-12)				
2703000	Poyen School District	2	Jonathan Parker Nash	PE/Wellness/LEI (P-8)	Social Studies (10-12)		2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
			Jeremy Clay	Drama/Speech (7-12)	English (10-12)		2005-2006 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	
7206000	Prarie Grove Public School District	4	Sean Carney	English Language Arts (7-12)	Drama/Speech (7-12)		2006-2007	
			Stephanie Ceniceros	English Language Arts (7-12)	Journalism		2006-2007	
				Oral Communication (7-12)				
			Cecili Cormier	Life/Earth Science (7-12)	Special Education (9-12)		2006-2007	
			James Kyzer	Vocal Music (P-8)	Special Education (9-12)			
				Vocal Music (7-12)				
				Instrumental Music (P-8)				
				Instrumental Music (7-12)				
5006000	Prescott Public School District	1	Gail Young	General Science (7-12)	Biology		2006-2007	
				Physical/Earth Science (7-12)				
1203000	Quitman Public School District	1	Joy Thomas	Early Childhood Education (P-4)	Gifted & Talented		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
2903000	Rainbow of Challenges, Inc	1	Rebecca Tomlin	English Language Arts (7-12)	Instructional Specialist (P-4)		2006-2007	
7310000	Rose Bud Public School District	3	Tamara Baker	Business Technology (7-12)_	Spanish 1 & II		2006-2007	
				Career Prep Endorsement (7-12)				
			Jennifer Petray	Bus Ed Vocational Endorsement (7-12)	Career Orientation		2006-2007	
				Journalism (7-12)				
				English Language Arts (7-12)				
				Business Technology (4-8)				
				Business Technology (7-12)				
			Jennifer Hipp	Sp Ed Instructional Specialist (4-12)	Oral Communication		2006-2007	
				SpEdEch Instructional Specialist (P-4)				
				Reading Specialist (P-8)				
				Reading Specialist (7-12)				

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5805000	Russellville Public School District	2	Kristy Shaw	Journalism (7-12)	English (7-12)		2006-2007	
				Business Technology (7-12)				
			Rebecca Shafer	Life/Earth Science (7-12)	Physical Science		2006-2007	
4204000	Scranton Public School District	1	Annisa Berg	Social Studies (7-12)	Special Education (7-12)		2006-2007	
7311000	Searcy County Public School District	8	Wanda Stephenson	Early Childhood Education (P-4)	Elementary Special Education		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
			Tommy Welch	PE/Wellness/LEI (P-8)	Secondary Math		2005-2006 2006-2007	
				PE/Wellness/LEI (7-12)				
				Coaching (7-12)				
			Wendi Lesley	Early Childhood Education (P-4)	Special Education (P-4)		2005-2006 2006-2007	
			Donna Casto	Bus Ed Secondary Endorsement (7-12)	Speech/Drama		2006-2007	
				BusEd Computer Technology Endorsement (7-12)				
				Bus Ed Vocational Endorsement (7-12)				
				Middle School Social Studies (5-8)				
				English Language Arts (7-12)				
				Business Technology (4-8)				
				Business Technology (7-12)				
				Library Media Specialist (P-8)				
				Library Media Specialist (7-12)				
				CareerPrep Endorsement (7-12)				
				Career Orientation (7-12)				
				Career Orientation Vocational (7-12)				
				Work Placement Readiness (7-12)				
			Judith Watts	Business Technology (4-8)	Special Education (K-12)		2005-2006 2006-2007	
				Business Technology (7-12)				
			Don Clifton	Social Studies (7-12)	Elementary Counselor		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	
				Guidance Secondary (5-12)				
			Robin Morris	District Administrator (P-12)	Secondary Counselor		2005-2006 2006-2007	
				Elementary Prinicipal (K-9)				
				Secondary Prinicipal (5-12)				
				Vocal Music (P-8)				
				Vocal Music (7-12)				
				Instrumental Music (P-8)				
				Instrumental Music (7-12)				
				Survey of Fine Arts (7-12)				
				English Reg (5-8)				
				Applied Biology/Chemistry I (7-12)				
				Applied Biology/Chemistry II (7-12)				
			Janetta Rizzo	Middle School English (5-8)	Elementary Counselor		2005-2006 2006-2007	
				Middle School Math (5-8)				
				Middle School Science (5-8)				
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
				Career Orientation Endorsement (7-12)				
7104000	Shirley Public School District	1	DeWyn Avey	MidChLangArt/SS I(4-8)	Chemisty, Physical & Enviromental Science		2005-2006 2006-2007	
				MidChSci/Math (4-8)				
1507000	South Conway County Public School District	1	Christi Hightower	Early Childhood Education (P-4)	Special Education		2006-2007	
				Elementary (K-6)				
4706000	South Mississippi County Public School District	1	Roanne Worsham	English Language Arts (7-12)	Gifted & Talented		2006-2007	
				Art (P-8)				
				Art (7-12)				
				Journalism (7-12)				
				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	
7207000	Springdale Public School District	6	Janet Cupit	English Language Arts (7-12)	Journalism		2004-2005 2005-2006 2006-2007	
				Guidance Secondary (5-12)				
				Oral Communication (7-12)				
				Drama (7-12)				
					Art		2005-2006 2006-2007	
			Elizabeth Bolte	Elementary Principal (K-9)				
				Elementary (1-6)				
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
			Cheryl Harris	Early Childhood Education (P-4)	Elementary Art		2005-2006 2006-2007	
				Elementary (K-6)				
			Julie Hughes	Social Studies (7-12)	Special Education		2005-2006 2006-2007	
			Shannon Bay	Early Childhood Education (P-4)	Gifted & Talented		2004-2005	
				MidChSci/Math (4-8)			2005-2006	
							2006-2007	
			Joy Shirley	Middle School Social Studies (5-8)	Special Education (4-12)		2006-2007	
				Elementary (1-6)				
				English as a Second Language (P-8)				
				English as a Second Language (7-12)				
2906000	Spring Hill Public School District	1	Mary Willman	Middle School Science (5-8)	Musics (K-6)		2006-2007	
				Elementary (1-6)				
				Art (P-8)				
				Art (7-12)				
5206000	Stephens Public School District	2	Christina Hofstetter	Agriculture Science & Technology (7-12)	Life/Earth Science		2006-2007	
			Deseka Porchia	PE/Wellness/LEI (P-8)	Social Studies		2006-2007	
				PE/Wellness/LEI (7-12)				
	Strong-Huttig Public School District	3	Theressa Gathright	Early Childhood Education (P-4)	Special Education (K-6)		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	
				Elementary (1-6)				
			Jennifer Brewster	English Language Arts (7-12)	Oral Communication		2004-2005 2005-2006 2006-2007	
			Brian Lassiter	Instrumental Music (P-8)	Vocal Music		2005-2006 2006-2007	
				Instrumental Music (7-12)				
O505000	Valley Springs Public School District	3	Natalie Roberts	Elementary (1-6)	Guidance (K-12)		2005-2006 2006-2007	
			Shelley Kent	Phys/Earth Science (7-12)	Math (7-12)		2006-2007	
				Life/Earth Science (7-12)				
				General Science (5-8)				
				General Science (7-8)				
				Chemisty (9-12)				
				Earth Science (5-8)				
				Physical Science (7-12)				
				Life Science (5-6)				
			Aimee Whitescarver	English Language Arts (7-12)	Journalism & Drama		2006-2007	
1705000	Van Buren Public School District	9	Calvin Mantooth	Building Administrator (7-12)	Special Education Learning Disabled		2006-2007	
				General Science (7-12)				
				Physical/Earth Science (7-12)				
				Life/Earth Science (7-12)				
				Agriculture Science & Technology (7-12)				
				PE/Wellness/LEI (7-12)				
			Ferba O'Kelley	Middle School English (5-8)	Special Education Inclusion		2006-2007	
				Middle School Social Studies (5-8)				
				English Language Arts (7-12)				
				Elementary (1-6)				
				Sp Ed Instructional Specialist (4-12)				
			Lisa Pixley	Elementary (1-6)	Elementary Library Media		2004-2005 2005-2006 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	
			Starlene Stevens	Social Studies (7-12)	Spanish		2005-2006 2006-2007	
				Career Academic Endorsement (7-12)				
			Rae Wornkey	Early Childhood Education (P-4)	Art		2005-2006 2006-2007	
				Elementary (1-6)				
				English as a Second Language (P-8)				
				English as a Second Language (7-12)				
			Shannon Bates	Elementary (1-6)	Visual Arts (P-8)		2005-2006 2006-2007	
				English as a Second Language (P-8)				
				English as a Second Language (7-12)				
			Jill Biddle	Early Childhood Education (P-4)	Visual Arts (P-8)		2006-2007	
				Elementary (1-6)				
			Sarah Carter	Early Childhood Education (P-4)	Special Education Inclusion		2005-2006 2006-2007	
				Elementary (K-6)				
			Carol Clayton	Early Childhood Education (P-4)	Special Education Self-Contained		2006-2007	
				Elementary (K-6)				
5704000	Van Cove Public School District	4	Sheryl Hill	MidChLangArt/SS (4-8)	Special Education (2-6)		2005-2006 2006-2007	
				MidChSci/Math (4-8)				
			Leilani Rose	Family & Consumer Science (7-12)	High School Counselor		2005-2006 2006-2007	
			Gina Rosson	Early Childhood Education (P-4)	Gifted & Talented (K-12)		2004-2005 2005-2006 2006-2007	
				Elementary (1-6)				
				Guidance & Counseling (P-8)				
				Guidance & Counseling (7-12)				
			Tonja Tomblin	Spanish (7-12)	Speech & Drama		2006-2007	
2307000	Vilonia Public School District	1	Geneva Day	English Language Arts (7-12)	Vocal Music (K-4)		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	
O602000	Warren Public School District	1	Chase Ellis	PE/Wellness/LEI (7-12)	High School Civics		2006-2007	
7509000	Western Yell County Public School District	7	Roxanne Burrows	Elementary (1-6)	Special Education (9-12)		2006-2007	
			Charley Wooten	Business Technology (7-12)	Music (K-12)		2006-2007	
			Angela Gray	Early Childhood Education (P-4)	Special Education (5-8)		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
			Laura Pool	Early Childhood Education (P-4)	Special Education (P-4)		2005-2006 2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
			Allen Stark	Health Education (7-12)	Geography/Arkansas History (7th grade)		2004-2005 2005-2006 2006-2007	
				Secondary Physical Education (7-12)				
				Coaching (7-12)				
				Driver Education Endorsement (7-12)				
			Pamela Linker	Early Childhood Education (P-4)	Art (K-12)		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (K-6)				
				Gifted & Talented (P-8)				
				Gifted & Talented (7-12)				
			Dianne Gosnell	Middle School Social Studies (5-8)	English as a Second Language		2006-2007	
				Elementary (1-6)				
				Art (P-8)				
				Art (7-12)				
1204000	Westside (Greers Ferry) Public School District	1	Stacy Akers	Middle School Social Studies (5-8)	Special Educaiton		2006-2007	
				Elementary (1-6)				

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1505000	Wonderview Public School District	1	Shannon Wright	Middle School Math (5-8)	Guidance & Counseling		2006-2007	
				Middle School Social Studies (5-8)				
				Elementary (1-6)				
4502000	Yellville-Summit Public School District	2	Heather Avise	MidChLangArt/SS (4-8)	Special Education (4-12)		2005-2006 2006-2007	
				MidChSci/Math (4-8)				
			Karen Harris	MidChLangArt/SS (4-8)	Special Education (4-12)		2006-2007	
				MidChSci/Math (4-8)				
	Total # of School District	**Total # of Waivers**						
	103	296						

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	LENGTH OF TIME TEACHING OUT OF AREA
1701000	Alma Public School District	2	Latisha Armer	MidChLangArt/SS (4-8)	Health		2006-2007
				MidChSci/Math (4-8)			
				Coaching (7-12)			
			Brandi Brogan	Early Childhood Education (P-4)	Counselor		2006-2007
8099000	Arkansas School for Math and Science	5	Ashlyn Dugan	Journalism (7-12)	Speech (7-12)		2006-2007
				English Language Arts (7-12)			
			Paola Holden	Spanish (P-8)	Life/Earth Science (7-12)		2006-2007
				Spanish (7-12)			
			Paul Holden	Spanish (7-12)	Music (P-8), German (7-12) & Science (7-12)		2005-2006 2006-2007
			Tommie Kelly	Elementary (1-6)	Drama/Speech		2005-2006 2006-2007
				Guidance Elementary (K-9)	Journalism		2006-2007
			Troy Grace	Elementary Principal (K-9)	English Education & Journalism		2005-2006 2006-2007
				Secondary Principal (5-12)			
				Middle School Social Studies (5-8)			
				Social Studies (7-120			
				Elementary (1-6)			
				Drama/Speech (7-12)			
				Guidance Elementary (K-9)			
4101000	Ashdown Public School District	1	Lacy Shamsie	No License	Science (6th grade)		2006-2007

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4802000	Clarendon Public School District	6	Michelle Marshall	Early Childhood Education (P-4)	Art (K-6)		2006-2007
				Elementary (K-6)			
			William Trollinger	Mathematics (7-12)	Special Education		2006-2007
			Kathy McRant	Early Childhood Education (P-4)	Music (K-6)		2005-2006 2006-2007
				Elementary (K-6)			
			Kendrick Hudson	PE/Wellness/LEI (7-12)	Elementary Physical Education		2006-2007
			Kari Simpson	Early Childhood Education (P-4)	Elementary Librarian		2006-2007
				Middle School Social Studies (5-8)			
				Elementary (K-6)			
			Tracy Goodwin	Secondary Physical Education (7-12)	Elementary Physical Education		2006-2007
				Coaching (7-12)	Math (7-12)		2005-2006 2006-2007
1901000	Cross County Public School District	3	Leslie Sanders	Business Technology (7-12)	Special Education		2005-2006 2006-2007
			Diann Smith	Middle School Social Studies (5-8)	Special Education		2006-2007
				Elementary (1-6)			
				Business Technology (4-8)			
			Willie Patterson	Health Education (7-12)	Physical Education (P-8)		2006-2007
				Secondary Physical Education (7-12)			
5301000	East End Public School District	1	William Hicks	Art (P-8)	Music		2006-2007
				Art (7-12)			

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	LENGTH OF TIME TEACHING OUT OF AREA
4302000	England School District	1	Curtis Moody	No License	Power Equipment		2006-2007
7203000	Fayetteville Public School District	1	Hays Sullivan	Coaching (7-12)	Special Education (4-12)		2006-2007
				Social Studies (7-12)			
4102000	Foreman Public School District	2	Sarah Dockins	MidChLangArt/SS (4-8)	3rd grade		2005-2006 2006-2007
				MidChSci/Math (4-8)			
			Jacqueline Wiseman	Elementary (1-6)	Social Studies (7-9)		2006-2007
				Guidance Elementary (K-9)			
4602000	Genoa Central Public School District	1	Patti Dean	No License	Journalism		2006-2007
O203000	Hamburg Public School District	12	David Streeter	Agriculture Science & Tech (4-8)	Science		2006-2007
				Agriculture Science & Tech (7-12)			
			Richard McMillan	PE/Wellness/LEI (P-8)	Math		2006-2007
				PE/Wellness/LEI (7-12)			
			Kerra Sawyer	MidChLangArt/SS (4-8)	Elementary (1-6)		2005-2006 2006-2007
				MidChSci/Math (4-8)			
			Robert Allison	PE/Wellness/LEI (P-8)	Physical Education		2006-2007
				PE/Wellness/LEI (7-12)			
			Greg Johnson	Phys/Earth Science (7-12)	Coaching		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	LENGTH OF TIME TEACHING OUT OF AREA
				Coaching (7-12)			
				Principles of Technology (9-12)			
				Principles of Technology II (9-12)			
			Norma Mondragon	Spanish (P-8)	Spanish		2004-2005 2005-2006 2006-2007
				Spanish (7-12)			
				Elementary (1-6)			
			Donald Rosen	Health Education (7-12)		Asst Principal	2006-2007
				Secondary Physical Education (7-12)			
				Elementary Physical Education (7-12)			
				Coaching (7-12)			
				Social Studies (7-12)			
				Drives Education Endorsement (7-12)			
			Dot Zaunbrecher	Elementary (1-6)	English (7th grade)		2006-2007
			Arthur Myers	Health Education (7-12)	Physical Science		2006-2007
				Secondary Physical Education (7-12)			
				Middle School Phys Ed (7-12)			
				Middle School Social Studies (5-8)			
				Social Studies (7-12)			
			Jason Grissom	PE/Wellness/LEI (P-8)	History		2006-2007
				PE/Wellness/LEI (7-12)			
				Coaching (7-12)			
			Candi Cabaniss	Phys/Earth Science (7-12)	Biology		2006-2007
				Mathematics (7-12)			
			Makeba Dickerson	No License	English		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	LENGTH OF TIME TEACHING OUT OF AREA
5602000	Harrisburg Public School District	1	Patsy White	Business Technology (7-12)	Art (5-8)		2006-2007
				CareeOrient Endorsement (7-12)			
O601000	Hermitage Public School District	2	Matthew Wallace	Secondary Physical Education (7-12)	Social Studies (7th grade) & Science (8th grade)		2005-2006 2006-2007
				Coaching (7-12)			
			Johnnie Dangerfield	Mathematics (7-12)	Physical Science		2006-2007
1608000	Jonesboro Public School District	2	Brooke Pierce	MidChLangArt/SS (4-8)	Counselor		2006-2007
				MidChSci/Math (4-8)			
			Tracy Shoemaker	Early Childhood Education (P-4)	Counselor		2006-2007
				Elementary (K-6)			
				Reading Specialist (P-8)			
				Reading Specialist (7-12)			
5503000	Kirby Public School District	1	Laura Mack	MidChLangArt/SS (4-8)	Math (9-12)		2006-2007
				MidChSci/Math (4-8)			
9730000	Learning Center of Northeast Arkansas	1	Chrisite Wilkes	No License	Learning Center		2006-2007
6001000	Little Rock School District	8	Ethel Hood	Middle School English (5-8)	Middle Childhood Social Studies		2006-2007
				Elementary (1-6)			

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	LENGTH OF TIME TEACHING OUT OF AREA
			Yanqiu Liao	Middle School Math (5-8)	Mathematics (7-12)		2005-2006 2006-2007
				Elementary (1-6)			
			Gwendolyn Loving	Journalism (7-12)	English		2005-2006 2006-2007
			Cindy Baggett	Middle School Social Studies (7-12)	Mathematics (7-12)		2006-2007
				Sp Ed Instructional Specialist (4-12)			
				SpEdEch Instructional Specialist (P-4)			
			Krystie Bailey	Elementary (1-6)	Pre-K		2006-2007
			Lisa Fore	Middle School English (5-8)	Health (6th grade)		2005-2006 2006-2007
				Health Education (7-12)			
				English Language Art (7-12)			
			Calvin Sanders	Early Childhood Education (P-4)	Kindergarten		2006-2007
				Elementary (1-6)			
			Kim Burleson	Early Childhood Education (P-4)	Physical Science (9-12)		2005-2006 2006-2007
				MidChLangArt/SS (4-8)			
				Grades 5-6 Endorsement (P-4)			
				MidChSci/Math (4-8)			
4301000	Lonoke Public School District	2	Leanettea Malone	MidChLangArt/SS (4-8)	Oral Communication/Journalism		2006-2007
				MidChSci/Math (4-8)			
			Pattie Davis	Middle School Social Studies (5-8)	Special Education (K-2)		2006-2007
				Elementary (1-6)			

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	LENGTH OF TIME TEACHING OUT OF AREA
3104000	Mineral Springs Public School District	2	Michael Skinner	PE/Wellness/LEI (P-8)	Special Education		2006-2007
				PE/Wellness/LEI (7-12)			
			Robbie Redman	Family & Consumer Science (7-12)	Music (P-8 & 7-12)		2005-2006 2006-2007
2607000	Mountain Pine Public School District	2	Deidra Vanderslice	Early Childhood Education (P-4)	Music (K-12)		2005-2006 2006-2007
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
			Terri Menefee	Early Childhood Education (P-4)	Journalism (9-12)		2006-2007
				Art (P-8)			
				Art (7-12)			
5008000	Nevada Public School District	1	Kim Stephens	Early Childhood Education (P-4)	Gifted & Talented		2006-2007
				Elementary (1-6)			
O520000	O.U. R. Educational Co-op	1	Heather Hinrichs	Elementary (1-6)	Early Childhood Special Education		2006-2007
4203000	Paris Public School District	1	Shawn Vickers	Life/Earth Science (7-12)	Biology/Earth Science		2006-2007
2703000	Poyen Public School District	1	Clayton Ray	PE/Wellness/LEI (7-12)	Middle School Science		2005-2006 2006-2007
				Coaching (7-12)			

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	LENGTH OF TIME TEACHING OUT OF AREA
7206000	Prairie Grove Public School District	1	Tracie Ashley	Social Studies (7-12)	Science (8th grade)		2006-2007
7301000	Rose Bud Public School District	1	Beth Hayden	Early Childhood Education (P-4)	Special Education (K-4)		2006-2007
				Elementary (K-6)			
5805000	Russellville Public School District	11	Caleb Jones	PE/Wellness/LEI (P-8)	Science (6th grade)		2006-2007
				PE/Wellness/LEI (7-12)			
				Coaching (7-12)			
			Jeffrey Crumpton	Secondary Physical Education (7-12)	Social Studies (7th grade)		2006-2007
				Coaching (7-12)			
			Harly Sisson	Health Education (7-12)	Science (7th grade)		2005-2006 2006-2007
				Secondary Physical Education (7-12)			
				Elementary Physical Education (K-6)			
				Coaching (7-12)			
			Pam Bagby	English Language Arts (7-12)	Journalism		2006-2007
				Art (P-8)			
				Art (7-12)			
			Josh Edgin	MidChLangArt/SS (4-8)	Coaching (8-9)		2006-2007
				Social Studies (7-12)			
				MidChSci/Math (4-8)			
			Lezlee Rodgers	Social Studies (7-12)	Special Education (4-12)		2006-2007
			Joey Jones	Health Education (7-12)	History (10-12)		2006-2007
				Secondary Physical Education (7-12)			
				Coaching (7-12)			
				Middle School Social Studies (5-8)			

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	LENGTH OF TIME TEACHING OUT OF AREA
			Laura Binz	Middle School Social Studies (5-8)	Gifted & Talented		2005-2006 2006-2007
				Elementary (1-6)			
			Danette Grant	Business Technology (7-12)	Special Education		2006-2007
				Career Prep Endorsement (7-12)			
			Leslie Boles	MidChLangArt/SS (4-8)	Language Arts (6th grade)		2005-2006 2006-2007
				English Language Arts (7-12)			
				MidChSci/Math (4-8)			
				Drama/Speech (7-12)			
			Keri McAlister	No License	Science (7th grade)		2006-2007
7311000	Searcy Public School District	3	Patricia Sullivan	No License	Medical Professions		2006-2007
			Joan Thomson	English Language Arts (7-12)	English Language Arts & Applied Math		2005-2006 2006-2007
				Mathematics (7-12)			
				Applied Math I (7-12)			
				Applied Math II (7-12)			
			Patti Bohannon	Building Administrator (P-8)	Special Education (5-6)		2006-2007
				CurrProgAdm Special Education (P-12)			
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
				SpEdEch Instructional Specialist (P-4)			
7104000	Shirley Public School District	1	Sherry Branscum	BusEd Secondary Endorsement (7-12)	Special Education Math & Reading (5-8)		2006-2007
				Bus Ed Vocational Endorsement (7-12)			
				Work Placement Endorsement (7-12)			

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	LENGTH OF TIME TEACHING OUT OF AREA
				Career Orientation/Vocational (7-12)			
4706000	South Mississippi County Public School District	2	Denise Manos	English Language Arts (7-12)	Art (K-12)		2006-2007
				Art (7-12)			
			Laura Resneck	Early Childhood Education (P-4)	Art (K-6)		2006-2007
7207000	Springdale Public School District	10	Kim Blackston	MidChLangArt/SS (4-8)	English as a Second Language (7th grade)		2005-2006 2006-2007
				MidChSci/Math (4-8)			
			Susana Campbell	Spanish (P-8)	English as a Second Language (6th grade)		2005-2006 2006-2007
				Spanish (7-12)			
				English Language Arts (7-12)			
				English as a Second Language (P-8)			
			Rick Henline	Secondary Physical Education (7-12)	Health		2006-2007
				General Science (7-12)			
				Middle School Science (5-8)			
				Middle School Social Studies (5-8)			
				Life/Earth Science (7-12)			
				English as a Second Language (P-8)			
				English as a Second Language (7-12)			
				Driver Education Endorsement (7-12)			
			Ron Spalter	English Language Arts (7-12)	English as a Second Language		2006-2007
			Joseph Bay	Early Childhood Education (P-4)	English as a Second Language		2006-2007
				MidChLangArt/SS (4-8)			
				English as a Second Language (P-8)			
				English as a Second Language (7-12)			

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	LENGTH OF TIME TEACHING OUT OF AREA
			Jennifer Billingsley	Early Childhood Education (P-4)	English as a Second Language		2006-2007
				MidChLangArt/SS (4-8)			
				Grades 5-6 Endorsement P-4)			
				MidChSci/Math (4-8)			
			Marion Coleman	Building Administrator (P-8)	Science (5th grade)		2005-2006 2006-2007
				Building Administrator (P-8)			
				Secondary Physical Edcuation (7-12)			
				Coaching (7-12)			
				General Science (7-12)			
				MidChSci/Math (4-8)			
				Biology (7-12)			
				Physics (9-12)			
				Physical Science (7-12)			
				Life Science (7-12)			
			Katherine Yang	Spanish (P-8)	English as a Second Language		2006-2007
				Spanish (7-12)			
			Lorena Calderon	Spanish (7-12)	English as a Second Language		2005-2006 2006-2007
			Stacie Rueda	Early Childhood Education (P-4)	English as a Second Language		2006-2007
				Elementary (K-6)			
5206000	Stephens Public School District	1	Bobby Ford	Building Administrator (P-8)	Social Studies		2006-2007
				Middle School English (5-8)			
				Elementary (1-6)			
	Strong -Huttig Public School District	2	Carolyn Snider	Middle School English (5-8)	Special Education (Birth-12)		2006-2007
				Elementary (1-6)			

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	LENGTH OF TIME TEACHING OUT OF AREA
			Bernard Adams	Early Childhood Education (P-4)	Physical Education (9-12)		2006-2007
				Elementary (1-6)			
O505000	Valley Springs Public School District	1	Tamara Ricketts	Bus Ed Vocational Endorsement (7-12)	Middle School Science & Social Studies		2006-2007
				Business Technology (7-12)			
1705000	Van Buren Public School District	3	Jace Dohaghue	MidChLang/Art (4-8)	Special Education Self-Contained		2006-2007
				MidChSci/Math (4-8)			
			Rhonda Edwards	Early Childhood Education (P-4)	Special Education Inclusion		2004-2005 2005-2006 2006-2007
				Elementary (K-6)			
			Joe Gunter	District Administrator (P-12)	Special Education Learning Disabled		2005-2006 2006-2007
				Building Administrator (P-8)			
				Building Administrator (7-12)			
				Social Studies (7-12)			
4502000	Yellville-Summit Public School District	2	Vincent Anderson	MidChLangArt/SS (4-8)	Gifted & Talented (K-12)		2006-2007
				MidChSci/Math (4-8)			
			Veronica Pace	MidChLangArt/SS (4-8)	Secondary Math (9-12)		2005-2006 2006-2007
				MidChSci/Math (4-8)			
				Transitional Math (9-12)			

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	LENGTH OF TIME TEACHING OUT OF AREA
	Total # of School Districts	**Total # of Denied Waivers**					
	36	98					

Cross County School District

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicator and Additional Concerns:

- The District has significant audit findings, including lack of supporting documentation of athletic gate sales; failure to comply with ethical guidelines governing financial dealings with school board members; inappropriate payments for superintendent education
- In August 2005, the District obtained a $300,000 current loan to support district operations

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	763	788	748	756	725	688
Assessment	41,519,975	41,962,684	40,698,948	41,824,938	43,943,376	44,782,562
Total Mills	31.80	31.80	31.80	33.80	33.80	33.80
Total Debt	1,398,228	1,976,459	1,886,795	1,784,173	2,361,333	2,236,928
Per Pupil Expenditures	5,831	5,911	6,287	6,324	7,291	
All Certified FTEs	62.72	64.19	65.50	64.87	67.75	
Avg Teacher Salary	30,377	28,890	29,194	30,723	33,508	
Ending Balance	551,601	596,693	496,949	232,879	46,161	595,667

District Actions:

The District employed a new superintendent for the 2006-2007 school year

The District included the following objectives in their Fiscal Distress Improvement Plan:

* Eliminate and/or reduce a range of certified and classified positions
* Reduce Salary Schedule Indices
* Eliminate two bus routes
* Realign use of federal funds to support district programs
* Implement funds reconciliation procedures
* Implement a receipting and reconciliation procedure for athletic ticket sales
* Implement procedures to ensure that all district expenditures are properly documented.
* Implement procedures to ensure compliance with current ethical guidelines

2006-2007 Budgeted Ending Balance is projected to be $803,425

Dierks School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

* A projected negative balance of $216,066 for fiscal year end June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	560	585	578	544	531	538
Assessment	32,408,478	34,993,540	34,025,907	34,985,759	36,452,180	36,673,576
Total Mills	36.00	36.00	36.00	36.00	36.00	43.00
Total Debt	4,407,913	4,234,910	4,029,957	3,972,881	3,790,375	3,607,411
Per Pupil Expenditures	5,369	5,351	5,953	6,490	6,930	
All Certified FTEs	44.67	48.24	51.84	49.42	51.73	
Avg Teacher Salary	35,888	32,812	33,626	35,041	37,331	
Ending Balance	563,479	620,930	468,155	202,432	146,098	530,010

District Actions:

* September 2005, the community approved a millage increase of 7 maintenance and operation mills
* Eliminated two bus routes
* Implemented bidding procedures for gasoline supplies
* Negotiated a 35% discount on water and sewer utilities for athletic fields
* Demolished vacant high school building to reduce utilities, insurance and maintenance costs
* Increased cost of paid student and adult lunches
* 2006-2007 budget prioritized optimizing pupil teacher ratios
* Received donation of driver's ed vehicle for instructional use
* Received donated fuel pump station for transportation department
* Filed E-RATE plan for assistance with district's phone service
* Changed status of federal programs from targeted assisted to school wide programs
* Reduced five certified and/or classified positions through attrition
* Eliminated summer floor cleaning contract

2006-2007 Budgeted Ending Balance is projected to be $727,708.

DOLLARWAY
SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $533,653 for fiscal year ending June 30, 2006
The June 30, 2003 Audit reported significant findings. The District had not substantiated that the findings had been sufficiently addressed or corrected
The District's 2005 balance included a significant amount of National School Lunch Act funds
On July 10, 2006, State Board voted to annex Altheimer School District with the Dollarway School District

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	1,569	1,565	1,541	1,528	1,539	1,947
Assessment	51,370,288	50,965,676	52,641,684	53,506,830	48,373,414	49,431,148
Total Mills	33.30	33.30	33.30	40.80	40.80	40.80
Total Debt	5,143,864	5,154,605	5,134,719	9,816,418	9,453,114	9,070,868
Per Pupil Expenditures	5,767	5,980	6,575	7,130	8,764	
All Certified FTEs	122.19	122.05	124.91	123.91	128.04	
Avg Teacher Salary	35,500	34,297	33,348	35,352	30,092	
Ending Balance	1,447,542	1,711,358	1,045,062	588,852	1,264,282	2,081,480

District Actions:

District's Fiscal Distress Improvement Plan included:

* Savings in certified and classified salaries due to attrition
* Elimination of additional maintenance and custodial staff during the summer
* Installed utility monitoring systems
* Aligned staff to maximize pupil teacher ratios
* Provided training for staff responsible for financial records
* Hired a new District Treasurer
* Working with Legislative Audit to correct all audit findings
* Implemented procedures to require Superintendent approval and board review of all overtime
* Adjusted expenditures to maximize the use of National School Lunch Act funds

2006-2007 Budgeted Ending Balance is projected to be $3,795,490.
There are pending audit issues with this district.

Flippin School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

* A projected negative balance of $134,566 for fiscal year end June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	929	932	927	920	921	909
Assessment	59,815,595	62,966,382	66,459,979	65,024,083	67,230,885	69,395,704
Total Mills	28.10	28.10	28.10	29.10	29.10	33.90
Total Debt	2,668,014	2,623,151	2,471,783	2,852,362	2,721,495	2,769,129
Per Pupil Expenditures	4,968	5,461	5,769	6,491	7,114	
All Certified FTEs	62.66	61.09	64.75	66.91	69.67	
Avg Teacher Salary	35,851	37,517	35,115	35,180	38,757	
Ending Balance	420,988	525,809	374,556	195,621	192,312	840,999

District Actions:

* The District employed a new superintendent for the 2005-2006 school year
* September 2005, the community approved a millage increase of 4.8 maintenance and operation mills
* The school board members are receiving in-service on school finance issues
* Adjusted the salary schedule to establish an equitable daily rate of pay
* Retired five existing bank and revolving loans
* Eliminated certified and classified positions to increase pupil teacher ratio
* Reduced Transportation Cost
* Reassigned duties of retiring staff to existing staff
* Froze extended contract amounts until additions to the salary schedule allow daily rate of pay to equal or exceed current salaries

2006-2007 Budgeted Ending Balance is projected to be $836,540

HELENA WEST HELENA
SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $2,259,921 for fiscal year ending June 30, 2006

The June 30, 2003 Audit reported significant findings. The District had not substantiated that the findings have been sufficiently addressed or corrected

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	3,644	3,515	3,384	3,206	3,114	3,035
Assessment	111,885,316	110,884,680	106,577,522	107,809,958	107,653,508	106,083,408
Total Mills	31.10	31.10	31.10	34.10	34.10	34.10
Total Debt	9,068,180	8,544,582	11,017,764	10,487,563	10,043,809	9,591,321
Per Pupil Expenditures	6,292	6,287	6,991	8,001	8,075	
All Certified FTEs	266.40	265.50	235.99	255.50	218.46	
Avg Teacher Salary	36,015	35,243	39,870	38,751	46,205	
Ending Balance	4,426,277	4,621,254	3,705,523	1,180,666	4,831,304	6,880,780

District Actions:

The Department took over the Helena-West Helena School District on September 8, 2005

The Department appointed Mr. Rudy Howard as the Superintendent

Contract issues have been rectified. No employee is hired for a certified position that is not licensed and approved by ADE.

Purchasing system has been implemented. Any payments to vendors are prior approved by the Superintendent.

Bidding procedures which comply with state law have been implemented.

District treasurer has been named.

Contracts with consultants require prior justification and approval by Superintendent and ADE.

Newly-elected Local Board has participated in ASBA training.

District salary schedule reflects actual pay practices for the district.

District is utilizing the APSCN Fixed Asset module to manage and continually update the district's fixed assets.

All district funds, including activity funds, are currently maintained and expended in APSCN.

District is currently analyzing and revising policies to comply with current laws and rules.

Superintendent has conducted regularly scheduled community meetings to keep public informed.

2006-2007 Budgeted Ending Balance is projected to be $8,106,301.

Hughes School District

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicator and Additional Concerns:

- The April 3, 2006 fund balances of $14,867 could jeopardize the fiscal integrity of the District

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	828	779	772	723	657	597
Assessment	35,388,572	35,143,434	39,594,532	38,128,847	38,882,483	45,039,600
Total Mills	27.00	27.00	27.00	27.73	27.40	27.40
Total Debt	1,329,072	1,313,809	1,219,639	1,322,970	1,202,720	1,104,543
Per Pupil Expenditures	5,873	6,772	7,152	7,673	9,404	
All Certified FTEs	65.69	61.10	61.50	58.06	72.56	
Avg Teacher Salary	31,475	33,592	33,467	37,578	32,812	
Ending Balance	2,002,306	1,368,208	1,067,359	909,777	461,304	341,652

District Actions:

The District employed a new superintendent for the 2006-2007 school year

The District has included the following objectives in their Fiscal Distress Improvement Plan:

* September 2006 the community approved a millage increase of 12.0 maintenance and operation mills
* Sell 398 acres of land
* Sell 3 houses owned by the District
* Close the Grades 5 & 6 building
* Close the auditorium building at the high school
* Eliminate and/or reduce a range of certified positions
* Did not buy new textbooks for the current year
* Rescind teacher benefit of tuition and books for additional certification
* Eliminate paying professional dues for administrators, except for the superintendent
* No longer pay for background checks for substitute teachers
* Restrict travel reimbursement
* Eliminate awards for students with good test results
* Eliminate awards for students with good behavior
* Implement new Extra Duty Pay Procedures to require Superintendent pre-approval
* Restrict purchase of capital items
* Implement new Purchase Order Procedures which require Superintendent's pre-approval

2006-2007 Budgeted Ending Balance is projected to be $523,881.

LEAD HILL
SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:
A projected negative balance of $83,193 for fiscal year ending June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	372	377	402	415	420	378
Assessment	18,346,536	20,532,928	20,702,510	21,419,324	22,795,932	23,760,070
Total Mills	39.00	39.00	39.00	39.00	39.00	39.00
Total Debt	2,700,192	2,771,521	2,637,045	2,495,068	2,485,313	2,393,892
Per Pupil Expenditures	5,449	5,644	5,628	6,342	7,037	
All Certified FTEs	34.96	31.56	36.00	38.50	39.50	
Avg Teacher Salary	28,112	27,786	26,879	28,145	32,056	
Ending Balance	1,105,628	196,281	246,777	56,544	122,819	245,300

District Actions:
District employed a new Superintendent
District's Fiscal Distress Improvement Plan included:
* Replaced existing school bus fleet with buses obtained on a lease agreement
* Retired short term debt in December 2005
* Implemented a Reduction in Force for 2006 - 2007
* Eliminated the home economics program
* Eliminated and/or reduced a range of certified positions

2006-2007 Budgeted Ending Balance is projected to be $246,706.

Midland School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

A projected negative balance of $278,049 for fiscal year ending June 30, 2006
The District had five outstanding short term non-secured loans totaling $400,847
The District borrowed $157,864 to finish the 2004 - 2005 school year
The District ended the 2004 - 2005 school year with a negative balance in the Operating Fund of $190,326

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	593	585	564	586	579	562
Assessment	16,692,324	18,462,218	19,762,198	20,779,807	22,073,813	23,291,455
Total Mills	27.60	28.30	28.30	30.41	30.41	30.41
Total Debt	1,066,078	1,110,972	1,532,888	1,695,865	1,683,218	1,509,425
Per Pupil Expenditures	5,762	6,053	6,715	6,440	7,720	
All Certified FTEs	47.54	44.71	50.51	44.61	52.83	
Avg Teacher Salary	32,018	32,842	29,869	35,056	32,952	
Ending Balance	344,519	254,777	382,709	(11,636)	(188,739)	584,097

District Actions:

* The Department took over the Midland School District on January 13, 2006
* The Department hired a Superintendent for the 2006 - 2007 year
* The District patrons raised approximately $400,000 to retire the outstanding non-secured short term debt
* The State Board requested the Department maintain administrative control of the District

District's additional actions include:

* Implemented RIF policy
* Reduced certified salary fund expenditures
* Reduced classified salary fund expenditures
* Eliminated substitute pay for bus drivers
* Enforced existing purchase order policy
* Reduced transportation expenses
* September 2005, the community approved a millage increase of 8.59 maintenance and operation mills
* Reduced substitute teacher expenditures
* Reduced custodial supplies expenditures
* Reduced electrical utility cost
* Increased food service revenue

2006-2007 Budgeted Ending Balance is projected to be $994,320.

Omaha School District

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicator and Additional Concerns:

- The March 31, 2006 operating balance of $97,477 combined with the teacher salary fund balance of $(133,233) could jeopardize the fiscal integrity of the District
- The March 31, 2006 operating fund less restricted funds balance of $25,644 appears insufficient for the operation of the District.

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	400	395	393	405	426	442
Assessment	14,485,827	16,710,928	17,159,362	17,849,890	18,898,415	19,942,308
Total Mills	37.00	37.00	37.00	38.10	38.10	38.10
Total Debt	2,256,668	2,335,536	2,738,024	2,728,244	3,592,845	3,422,028
Per Pupil Expenditures	6,128	6,501	6,874	7,465	8,434	
All Certified FTEs	38.36	39.67	39.42	42.98	40.75	
Avg Teacher Salary	33,086	29,197	30,409	28,268	34,232	
Ending Balance	70,661	105,697	229,552	87,702	264,625	384,083

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

* Reduce Medical Professions Teacher to working only 5 periods per day
* Reduce database manager to 140 day contract from 240
* Reduce salary expenditure due to attrition in several certified positions
* Eliminate staff development position
* Require athletic and extracurricular activities to pay transportation costs
* Reduce utility expenditures by monitoring building energy usage
* Establish competitive bidding procedures for commodities

2006-2007 Budgeted Ending Balance is projected to be $357,449
Continually changing data from the District makes it difficult to analyze financial status

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $5,082,921 for fiscal year ending June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	18,089	17,840	17,555	17,478	17,280	17,444
Assessment	1,070,438,054	1,155,039,413	1,232,255,107	1,302,251,850	1,412,975,016	1,528,861,042
Total Mills	40.60	40.70	40.70	40.70	40.70	40.70
Total Debt	53,878,792	54,243,476	68,201,085	65,054,522	76,685,742	75,168,623
Per Pupil Expenditures	6,287	6,724	7,928	7,659	8,361	
All Certified FTEs	1,395.78	1,529.35	1,345.59	1,491.79	1,432.11	
Avg Teacher Salary	39,550	37,558	43,526	41,094	45,265	
Ending Balance	23,269,225	21,272,068	11,669,755	4,773,698	7,858,589	9,199,027

District Actions:

District employed a new Superintendent

District's Fiscal Distress Improvement Plan included:

* Reallocated administrative and school level staff resulting in improved efficiency and reduction of expenditures
* Reduced certified and support staff to reduce expenditures
* Reduced contract days for various certified staff
* Implementing a comprehensive transportation project which includes purchasing energy efficient buses as well as revised routing systems
* Eliminated block scheduling in all but two secondary schools
* District closed Siam Campus for in-school suspension
* District reverted Harris Elementary to a traditional schedule
* Reduced support staff sick leave incentive
* Eliminated Tuition Reimbursement
* Eliminated Open House Stipends
* Reorganization of Warehouse
* Staff of Maintenance Department was reduced
* Secondary Saturday Schools were eliminated
* Implemented salary schedule adjustments which included athletic supplemental and extended contracts
* Reduced coaching staff

2006-2007 Budgeted Ending Balance is projected to be $12,535,121

TURRELL
SCHOOL DISTRICT

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicators and Additional Concerns:

The District was projected to have a $(206,545) balance for the 2007 fiscal year.
The March 31, 2006 operating balance was a $(122,690)
The March 31, 2006 fund balances for SOF 1000, 2000, 2008, and 4000 were $(26,509)
The District's bank account was not reconciled in a timely manner
The increase in State Foundation Funding will not significantly improve the District's balances due to the increase in the minimum teacher salary schedule

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	412	406	397	393	367	386
Assessment	10,841,377	10,952,836	11,252,818	11,595,395	12,331,959	11,969,134
Total Mills	37.22	37.22	37.22	39.00	39.00	39.00
Total Debt	2,718,835	2,881,585	2,835,585	3,169,220	3,361,821	3,290,296
Per Pupil Expenditures	7,116	6,360	7,080	7,613	8,634	
All Certified FTEs	31.29	36.93	35.44	38.49	31.70	
Avg Teacher Salary	34,001	28,574	30,528	26,999	37,563	
Ending Balance	379,113	579,862	370,392	151,065	522,434	828,655

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

* Eliminate and/or reduce a range of certified positions
* Reduce employee health benefits which exceed state requirements
* Eliminate Administrative Assistant Position
* Reduce Substitute cost
* Consolidate bus routes
* Strict monitoring of utility usage
* Restructure teaching assignments to reduce staff
* Utilize contracted personnel to eliminate the use of outside contractors
* Eliminate NSBA membership
* Implementation of requisition and purchase order system in order to more closely monitor expenditures

2006-2007 Budgeted Ending Balance is projected to be $432,585.

Western Yell School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

* A projected negative balance of $356,119 for fiscal year end June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	445	445	425	423	431	441
Assessment	14,089,535	14,861,224	15,640,002	16,074,221	16,882,008	18,679,063
Total Mills	31.00	31.00	31.00	32.50	32.50	31.90
Total Debt	495,226	499,531	969,465	930,061	946,397	894,940
Per Pupil Expenditures	5,340	5,847	6,957	6,900	7,113	
All Certified FTEs	40.29	39.50	41.00	40.50	40.17	
Avg Teacher Salary	27,176	31,181	31,367	32,365	34,393	
Ending Balance	782,197	703,119	493,426	173,500	219,437	884,529

District Actions:

* The District employed a new superintendent for the 2005-2006 school year
* September 2006, the community approved a millage increase of 6.9 debt service mills for a total of 38.8 mills
* Eliminated and/or reduced two certified positions
* Reorganized grades 4 through 6 to reduce one staff position
* Participated in ALE program offered through Two Rivers School District saving one staff position
* Reduced employee benefits exceeding minimum requirements
* Monitoring energy usage, transportation, field trips, and mileage reimbursements
* Analyzed building capacity to identify potential increases in efficiency
* Raised $230,000 from sale of 160 acres of land
* Increased enrollment for both 2005-2006 and 2006-2007

2006-2007 Budgeted Ending Balance is projected to be $896,082

RECEIVED
JAN 0 3 2007
Financial Accountability and Reporting

Dierks

Dierks Public Schools
800 & 900 Old Hwy 70 West
Dierks, AR 71833
PH. (870) 286-2191
Fax (870) 286-2450

Terry "Bo" Ray, Superintendent
tray@outlaw.dmsc.k12.ar.us

Gary Bobo, High School Principal
gbobo@outlaw.dmsc.k12.ar.us

Holly Cothren, Elementary Principal
hcothren@outlaw.dmsc.k12.ar.us

January 3, 2007

Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1071

Dr. Ken James and the Arkansas State Board of Education Members:

I am very pleased to report to you, Dierks School District in Howard County, had an ending 2005-2006 district balance of $530,010. The District was classified in Fiscal Distress in April 2005 by a projected negative balance of $216,066 for the fiscal year end of June 30, 2006. Since the 2004-2005 school years we have had a positive turn around in our District's budgeting and spending practices and the District has Comprehensively implemented a Fiscal Distress plan with a number of strong collaborative actions. I figure our budget very conservatively, over estimate expenditures and I underestimate revenue. The District and Board of Trustees have adopted best spending practices for the Dierks School District. Our District budget for the 2006-2007 Projects an ending balance of $727,708. The District's actions are headlined by a 7 mill tax increase approved by the community in September of 2005 for maintenance and operation; realize approximately a $943,774 projection increase in balance from the June 30, 2006 negative projection.

Since my arrival, we have passed a 7 mill tax increase, eliminated one bus route, implemented bidding procedures for gasoline and diesel supplies, negotiated a 35% discount on water and sewer utilities for the athletic fields with the city, demolished a vacant high school to reduce utilities, insurance and maintenance costs, increased food service prices for student and adult meals, prioritized optimizing pupil teacher ratios in our 2006-2007 budget, received a free driver's ed vehicle for instructional use, received a donated fuel pump station for the transportation department, filed E-RATE plan for assistance with the district's phone service, changed status of federal programs from targeted assisted to school wide programs, reduced five certified and/or classified positions through attrition, and eliminated summer floor cleaning contracts.

We have put in a strict purchasing system. We have moved all activity accounts to the Central office for another level of accountability concerning these accounts. We have a uniform receipting system for the entire school district in which items are receipted.

We have a purchase order system that must be approved and signed by the Principals, Superintendent and the account balance are maintained on each P.O. that is submitted.

We grew 7 students last year and we are up 10 students this year. We started an ABC pre-school program last year and we will probably add an additional class next year. I believe our student enrollment will continue to grow and our assessed valuation is stable.

It has been a good year for the Dierks School District. I believe our financial recovery is one The Department of Education can be proud of. The teamwork efforts of the Dierks Board of Trustees, City officials, patrons, Senator Jim Hill, and Representative Scott Sullivan, Principals and staff of the Dierks School District have responded with the Hearts of Champions. Champions that have not cut any academic programs, maintained good facilities, busses and technology. No child has been left behind, our test scores are above regional and state averages, and our ACT scores at 21.1 averages are above the state average. Our alumni contribute over $40,000 annually for scholarships to all of our graduating seniors. The Dierks School District can be a Golden Apple School in the near Future.

At this time I would respectfully request the Dierks School District be removed from fiscal distress status and be taken off the fiscal distress list. If you have any questions Please do not hesitate to call me. Thank you for your heart for kids in Arkansas.

Thank you,

Terry "Bo" Ray

Terry "Bo" Ray
Superintendent
Dierks School District (Howard County)

Flippin

FLIPPIN PUBLIC SCHOOLS

NORTH CENTRAL ACCREDITED

DALE QUERY, SUPERINTENDENT

January 3, 2007

Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1071

Dr. James and State Board of Education

It is with great pleasure I report to you on the fiscal condition of Flippin School District in Marion County. We have gone from a legal balance June 30, 2005 of $192,312 to a June 30, 2006 legal balance of $840,999, ($705,898 M&O excluding $35,328 categorical funds.) FY 2007 Budget reflects a very conservative June 30, 2007 legal balance of $878,953. The budget for Flippin School District is figured conservatively by over estimating expenses and under estimating revenues using a 90% collection rate on local taxes rather than our 94% average collection rate. Flippin School District patrons overwhelming approved a 4.8 M&O millage increase in September of 2005. At our current assessment figured on a 90% collection rate, an additional $326,160 in revenue will be generated during FY 2007.

The Flippin School Board, from my interview to the present, has made a commitment to continue to study school finance and examine monthly expenditures closely. All Board members have met or exceeded the required training hours and make attending financial trainings a priority. They are provided detailed monthly reports consisting of a Board Report, Bank Statement, Check Register, Summary Expenditure Report, Summary Revenue Report, Revenue/Expenditure Comparison Graph of current year with two prior years. They routinely ask pertinent questions demonstrating their knowledge of school finance and their commitment to fiscal responsibility. The Board displays a broad understanding of Flippin's financial picture while continuing to engage in the process of perusing educational excellence for all students. Academics have not suffered during this process; our students continue to exceed the Regional, State and National averages on the ACT college entrance exam.

Flippin has had no audit exceptions for many years including the period of time before and during Flippin's placement on the Fiscal Distress List. Spending and staffing caused declining balances and both have been successfully addressed. Flippin's Fiscal Distress Plan addressed these issues through: 1) Transportation cost reduction – activity groups pay $1.00 per bus mile generating $19,614 from January 2005 to present; implement transportation plan to utilize existing bus fleet for up to three years; 2) Staff reduction – Totaling the first six months payroll of 2004-05 and the same period of 2006-07 shows a savings of $161,279 in salary expense. This was accomplished by reassigning duties of eliminated positions to existing staff while maintaining full accreditation.

16

210 ALMOND STREET • FLIPPIN, AR • 72634
PHONE: 870-453-1270 • FAX: 870-453-5059

3) Incur no new debt, pay off five loans 9/12/05 - 11/10/06. Payments totaling $68,043 have been eliminated. 4) Daily rate of pay – all certified contracts beyond 190 days were frozen at existing amounts until additions to the salary schedule allow Daily Rate of Pay to equal or exceed current salaries thus eliminating multipliers and saving $15,332. Flippin's salary schedule exceeds the state minimum at every level except the base. The only addition to the salary schedule the past two years has been to the base salary. 5) The main variable insuring a sound fiscal future for the Flippin School District was the passage of 4.8 M&O mills in September of 05. The voters in a landslide spoke loud and clear that the Flippin community would do its part to provide every child with a quality education.

Revenue growth and prudent spending practices coupled with a committed and knowledgeable School Board assures the Flippin School District having financial stability today and far into the future. At this time, I request the Flippin School District be removed from fiscal distress status and taken off the Fiscal Distress List. If you have further questions or require more information please do not hesitate to call. Thank you so much for the care you and ADE have shown our school district.

Respectfully,

Dale Query
Superintendent
Flippin School District

Western Yell

Western Yell County Schools

Brad Spikes, Superintendent
Phone: 479/476-4116
e-mail: spikesb@wyc.alsc.k12.ar.us

#1 Wolverine Drive - P.O. Box 214
Havana, Arkansas 72842
Fax 479/476-4115

Shanna McCourt, Treasurer
Phone: 479/476-4117
e-mail: mccourts@wyc.alsc.k12.ar.us

January 2, 2007

Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1071

Dr. James and the State Board of Education:

It is with great pleasure that I report to you that Western Yell County School District had an ending 2005-2006 balance of $884,529. The operating balance, which excludes categorical funding, was $836,981. We were placed on fiscal distress because of a projected negative balance of $356,119 for fiscal year end June 30, 2006. My district treasurer and I calculate our budget conservatively. As do most districts, we over estimate expenses and under estimate revenue. Our projected ending balance for the 2006-2007 school year is $896,082.

We reorganized grades 4-6 which reduced one staff position. We did not replace two other positions which came about due to retirement. Participation in an ALE program offered through the Two Rivers School District allowed us to save another staff position. We reduced employee benefits which exceeded the minimum requirements. We closely monitor energy usage, field trips, transportation expenses and mileage reimbursements. We raised $230,000 from the sale of 160 acres of land which had been donated to the district.

The facilities have not been neglected by these measures. We replaced the roof on four of our buildings, renovated the high school restrooms, and replaced windows at the elementary with energy efficient models this past summer. The patrons of the district approved a millage increase of 6.9 mills for the purpose of building and equipping a new 7-12 education facility.

Our enrollment grew by 10 students last year, and presently we are up 26 students this year. We have a new housing development set to open in the next year, and we anticipate continued growth due to this and Hispanic influx in neighboring districts.

We recently had an On Site Review by the Standards Assurance Division: we had two clarifications to make in our student handbook which was approved at the December

meeting of the Board. The district was found to be in compliance with all reviewed items contained in the checklist.

I believe the Western Yell County School District has recovered financially due to the diligence of the administration and Board of Directors and the support of the patrons, faculty, staff, and students.

At this time I would like to request the Western Yell County School District be removed from the fiscal distress list. Should you have any questions please do not hesitate to contact me. The support shown to our district is greatly appreciated.

Sincerely,

Brad Spikes
Superintendent
Western Yell County School District

Cross County School District

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicator and Additional Concerns:

- The District has significant audit findings, including lack of supporting documentation of athletic gate sales; failure to comply with ethical guidelines governing financial dealings with school board members; inappropriate payments for superintendent education
- In August 2005, the District obtained a $300,000 current loan to support district operations

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	763	788	748	756	725	688
Assessment	41,519,975	41,962,684	40,698,948	41,824,938	43,943,376	44,782,562
Total Mills	31.80	31.80	31.80	33.80	33.80	33.80
Total Debt	1,398,228	1,976,459	1,886,795	1,784,173	2,361,333	2,236,928
Per Pupil Expenditures	5,831	5,911	6,287	6,324	7,291	
All Certified FTEs	62.72	64.19	65.50	64.87	67.75	
Avg Teacher Salary	30,377	28,890	29,194	30,723	33,508	
Ending Balance	551,601	596,693	496,949	232,879	46,161	595,667

District Actions:

The District employed a new superintendent for the 2006-2007 school year

The District included the following objectives in their Fiscal Distress Improvement Plan:

* Eliminate and/or reduce a range of certified and classified positions
* Reduce Salary Schedule Indices
* Eliminate two bus routes
* Realign use of federal funds to support district programs
* Implement funds reconciliation procedures
* Implement a receipting and reconciliation procedure for athletic ticket sales
* Implement procedures to ensure that all district expenditures are properly documented.
* Implement procedures to ensure compliance with current ethical guidelines

2006-2007 Budgeted Ending Balance is projected to be $803,425

Dierks School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

* A projected negative balance of $216,066 for fiscal year end June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	560	585	578	544	531	538
Assessment	32,408,478	34,993,540	34,025,907	34,985,759	36,452,180	36,673,576
Total Mills	36.00	36.00	36.00	36.00	36.00	43.00
Total Debt	4,407,913	4,234,910	4,029,957	3,972,881	3,790,375	3,607,411
Per Pupil Expenditures	5,369	5,351	5,953	6,490	6,930	
All Certified FTEs	44.67	48.24	51.84	49.42	51.73	
Avg Teacher Salary	35,888	32,812	33,626	35,041	37,331	
Ending Balance	563,479	620,930	468,155	202,432	146,098	530,010

District Actions:

* September 2005, the community approved a millage increase of 7 maintenance and operation mills
* Eliminated two bus routes
* Implemented bidding procedures for gasoline supplies
* Negotiated a 35% discount on water and sewer utilities for athletic fields
* Demolished vacant high school building to reduce utilities, insurance and maintenance costs
* Increased cost of paid student and adult lunches
* 2006-2007 budget prioritized optimizing pupil teacher ratios
* Received donation of driver's ed vehicle for instructional use
* Received donated fuel pump station for transportation department
* Filed E-RATE plan for assistance with district's phone service
* Changed status of federal programs from targeted assisted to school wide programs
* Reduced five certified and/or classified positions through attrition
* Eliminated summer floor cleaning contract

2006-2007 Budgeted Ending Balance is projected to be $727,708.

DOLLARWAY
SCHOOL DISTRICT

Classified in Fiscal Distress: 11-Apr-05

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $533,653 for fiscal year ending June 30, 2006
The June 30, 2003 Audit reported significant findings. The District had not substantiated that the findings had been sufficiently addressed or corrected
The District's 2005 balance included a significant amount of National School Lunch Act funds
On July 10, 2006, State Board voted to annex Altheimer School District with the Dollarway School District

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	1,569	1,565	1,541	1,528	1,539	1,947
Assessment	51,370,288	50,965,676	52,641,684	53,506,830	48,373,414	49,431,148
Total Mills	33.30	33.30	33.30	40.80	40.80	40.80
Total Debt	5,143,864	5,154,605	5,134,719	9,816,418	9,453,114	9,070,868
Per Pupil Expenditures	5,767	5,980	6,575	7,130	8,764	
All Certified FTEs	122.19	122.05	124.91	123.91	128.04	
Avg Teacher Salary	35,500	34,297	33,348	35,352	30,092	
Ending Balance	1,447,542	1,711,358	1,045,062	588,852	1,264,282	2,081,480

District Actions:

District's Fiscal Distress Improvement Plan included:
* Savings in certified and classified salaries due to attrition
* Elimination of additional maintenance and custodial staff during the summer
* Installed utility monitoring systems
* Aligned staff to maximize pupil teacher ratios
* Provided training for staff responsible for financial records
* Hired a new District Treasurer
* Working with Legislative Audit to correct all audit findings
* Implemented procedures to require Superintendent approval and board review of all overtime
* Adjusted expenditures to maximize the use of National School Lunch Act funds

2006-2007 Budgeted Ending Balance is projected to be $3,795,490.
There are pending audit issues with this district.

Flippin School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

* A projected negative balance of $134,566 for fiscal year end June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	929	932	927	920	921	909
Assessment	59,815,595	62,966,382	66,459,979	65,024,083	67,230,885	69,395,704
Total Mills	28.10	28.10	28.10	29.10	29.10	33.90
Total Debt	2,668,014	2,623,151	2,471,783	2,852,362	2,721,495	2,769,129
Per Pupil Expenditures	4,968	5,461	5,769	6,491	7,114	
All Certified FTEs	62.66	61.09	64.75	66.91	69.67	
Avg Teacher Salary	35,851	37,517	35,115	35,180	38,757	
Ending Balance	420,988	525,809	374,556	195,621	192,312	840,999

District Actions:

* The District employed a new superintendent for the 2005-2006 school year
* September 2005, the community approved a millage increase of 4.8 maintenance and operation mills
* The school board members are receiving in-service on school finance issues
* Adjusted the salary schedule to establish an equitable daily rate of pay
* Retired five existing bank and revolving loans
* Eliminated certified and classified positions to increase pupil teacher ratio
* Reduced Transportation Cost
* Reassigned duties of retiring staff to existing staff
* Froze extended contract amounts until additions to the salary schedule allow daily rate of pay to equal or exceed current salaries

2006-2007 Budgeted Ending Balance is projected to be $836,540

HELENA WEST HELENA
SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $2,259,921 for fiscal year ending June 30, 2006

The June 30, 2003 Audit reported significant findings. The District had not substantiated that the findings have been sufficiently addressed or corrected

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	3,644	3,515	3,384	3,206	3,114	3,035
Assessment	111,885,316	110,884,680	106,577,522	107,809,958	107,653,508	106,083,408
Total Mills	31.10	31.10	31.10	34.10	34.10	34.10
Total Debt	9,068,180	8,544,582	11,017,764	10,487,563	10,043,809	9,591,321
Per Pupil Expenditures	6,292	6,287	6,991	8,001	8,075	
All Certified FTEs	266.40	265.50	235.99	255.50	218.46	
Avg Teacher Salary	36,015	35,243	39,870	38,751	46,205	
Ending Balance	4,426,277	4,621,254	3,705,523	1,180,666	4,831,304	6,880,780

District Actions:

The Department took over the Helena-West Helena School District on September 8, 2005

The Department appointed Mr. Rudy Howard as the Superintendent

Contract issues have been rectified. No employee is hired for a certified position that is not licensed and approved by ADE.

Purchasing system has been implemented. Any payments to vendors are prior approved by the Superintendent.

Bidding procedures which comply with state law have been implemented.

District treasurer has been named.

Contracts with consultants require prior justification and approval by Superintendent and ADE.

Newly-elected Local Board has participated in ASBA training.

District salary schedule reflects actual pay practices for the district.

District is utilizing the APSCN Fixed Asset module to manage and continually update the district's fixed assets.

All district funds, including activity funds, are currently maintained and expended in APSCN.

District is currently analyzing and revising policies to comply with current laws and rules.

Superintendent has conducted regularly scheduled community meetings to keep public informed.

2006-2007 Budgeted Ending Balance is projected to be $8,106,301.

Hughes School District

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicator and Additional Concerns:

- The April 3, 2006 fund balances of $14,867 could jeopardize the fiscal integrity of the District

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	828	779	772	723	657	597
Assessment	35,388,572	35,143,434	39,594,532	38,128,847	38,882,483	45,039,600
Total Mills	27.00	27.00	27.00	27.73	27.40	27.40
Total Debt	1,329,072	1,313,809	1,219,639	1,322,970	1,202,720	1,104,543
Per Pupil Expenditures	5,873	6,772	7,152	7,673	9,404	
All Certified FTEs	65.69	61.10	61.50	58.06	72.56	
Avg Teacher Salary	31,475	33,592	33,467	37,578	32,812	
Ending Balance	2,002,306	1,368,208	1,067,359	909,777	461,304	341,652

District Actions:

The District employed a new superintendent for the 2006-2007 school year

The District has included the following objectives in their Fiscal Distress Improvement Plan:

* September 2006 the community approved a millage increase of 12.0 maintenance and operation mills
* Sell 398 acres of land
* Sell 3 houses owned by the District
* Close the Grades 5 & 6 building
* Close the auditorium building at the high school
* Eliminate and/or reduce a range of certified positions
* Did not buy new textbooks for the current year
* Rescind teacher benefit of tuition and books for additional certification
* Eliminate paying professional dues for administrators, except for the superintendent
* No longer pay for background checks for substitute teachers
* Restrict travel reimbursement
* Eliminate awards for students with good test results
* Eliminate awards for students with good behavior
* Implement new Extra Duty Pay Procedures to require Superintendent pre-approval
* Restrict purchase of capital items
* Implement new Purchase Order Procedures which require Superintendent's pre-approval

2006-2007 Budgeted Ending Balance is projected to be $523,881.

LEAD HILL
SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $83,193 for fiscal year ending June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	372	377	402	415	420	378
Assessment	18,346,536	20,532,928	20,702,510	21,419,324	22,795,932	23,760,070
Total Mills	39.00	39.00	39.00	39.00	39.00	39.00
Total Debt	2,700,192	2,771,521	2,637,045	2,495,068	2,485,313	2,393,892
Per Pupil Expenditures	5,449	5,644	5,628	6,342	7,037	
All Certified FTEs	34.96	31.56	36.00	38.50	39.50	
Avg Teacher Salary	28,112	27,786	26,879	28,145	32,056	
Ending Balance	1,105,628	196,281	246,777	56,544	122,819	245,300

District Actions:

District employed a new Superintendent

District's Fiscal Distress Improvement Plan included:

* Replaced existing school bus fleet with buses obtained on a lease agreement
* Retired short term debt in December 2005
* Implemented a Reduction in Force for 2006 - 2007
* Eliminated the home economics program
* Eliminated and/or reduced a range of certified positions

2006-2007 Budgeted Ending Balance is projected to be $246,706.

Midland School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

A projected negative balance of $278,049 for fiscal year ending June 30, 2006
The District had five outstanding short term non-secured loans totaling $400,847
The District borrowed $157,864 to finish the 2004 - 2005 school year
The District ended the 2004 - 2005 school year with a negative balance in the Operating Fund of $190,326

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	593	585	564	586	579	562
Assessment	16,692,324	18,462,218	19,762,198	20,779,807	22,073,813	23,291,455
Total Mills	27.60	28.30	28.30	30.41	30.41	30.41
Total Debt	1,066,078	1,110,972	1,532,888	1,695,865	1,683,218	1,509,425
Per Pupil Expenditures	5,762	6,053	6,715	6,440	7,720	
All Certified FTEs	47.54	44.71	50.51	44.61	52.83	
Avg Teacher Salary	32,018	32,842	29,869	35,056	32,952	
Ending Balance	344,519	254,777	382,709	(11,636)	(188,739)	584,097

District Actions:

* The Department took over the Midland School District on January 13, 2006
* The Department hired a Superintendent for the 2006 - 2007 year
* The District patrons raised approximately $400,000 to retire the outstanding non-secured short term debt
* The State Board requested the Department maintain administrative control of the District

District's additional actions include:

* Implemented RIF policy
* Reduced certified salary fund expenditures
* Reduced classified salary fund expenditures
* Eliminated substitute pay for bus drivers
* Enforced existing purchase order policy
* Reduced transportation expenses
* September 2005, the community approved a millage increase of 8.59 maintenance and operation mills
* Reduced substitute teacher expenditures
* Reduced custodial supplies expenditures
* Reduced electrical utility cost
* Increased food service revenue

2006-2007 Budgeted Ending Balance is projected to be $994,320.

Omaha School District

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicator and Additional Concerns:

- The March 31, 2006 operating balance of $97,477 combined with the teacher salary fund balance of $(133,233) could jeopardize the fiscal integrity of the District
- The March 31, 2006 operating fund less restricted funds balance of $25,644 appears insufficient for the operation of the District.

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	400	395	393	405	426	442
Assessment	14,485,827	16,710,928	17,159,362	17,849,890	18,898,415	19,942,308
Total Mills	37.00	37.00	37.00	38.10	38.10	38.10
Total Debt	2,256,668	2,335,536	2,738,024	2,728,244	3,592,845	3,422,028
Per Pupil Expenditures	6,128	6,501	6,874	7,465	8,434	
All Certified FTEs	38.36	39.67	39.42	42.98	40.75	
Avg Teacher Salary	33,086	29,197	30,409	28,268	34,232	
Ending Balance	70,661	105,697	229,552	87,702	264,625	384,083

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

* Reduce Medical Professions Teacher to working only 5 periods per day
* Reduce database manager to 140 day contract from 240
* Reduce salary expenditure due to attrition in several certified positions
* Eliminate staff development position
* Require athletic and extracurricular activities to pay transportation costs
* Reduce utility expenditures by monitoring building energy usage
* Establish competitive bidding procedures for commodities

2006-2007 Budgeted Ending Balance is projected to be $357,449
Continually changing data from the District makes it difficult to analyze financial status

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $5,082,921 for fiscal year ending June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	18,089	17,840	17,555	17,478	17,280	17,444
Assessment	1,070,438,054	1,155,039,413	1,232,255,107	1,302,251,850	1,412,975,016	1,528,861,042
Total Mills	40.60	40.70	40.70	40.70	40.70	40.70
Total Debt	53,878,792	54,243,476	68,201,085	65,054,522	76,685,742	75,168,623
Per Pupil Expenditures	6,287	6,724	7,928	7,659	8,361	
All Certified FTEs	1,395.78	1,529.35	1,345.59	1,491.79	1,432.11	
Avg Teacher Salary	39,550	37,558	43,526	41,094	45,265	
Ending Balance	23,269,225	21,272,068	11,669,755	4,773,698	7,858,589	9,199,027

District Actions:

District employed a new Superintendent

District's Fiscal Distress Improvement Plan included:

* Reallocated administrative and school level staff resulting in improved efficiency and reduction of expenditures
* Reduced certified and support staff to reduce expenditures
* Reduced contract days for various certified staff
* Implementing a comprehensive transportation project which includes purchasing energy efficient buses as well as revised routing systems
* Eliminated block scheduling in all but two secondary schools
* District closed Siam Campus for in-school suspension
* District reverted Harris Elementary to a traditional schedule
* Reduced support staff sick leave incentive
* Eliminated Tuition Reimbursement
* Eliminated Open House Stipends
* Reorganization of Warehouse
* Staff of Maintenance Department was reduced
* Secondary Saturday Schools were eliminated
* Implemented salary schedule adjustments which included athletic supplemental and extended contracts
* Reduced coaching staff

2006-2007 Budgeted Ending Balance is projected to be $12,535,121

TURRELL
SCHOOL DISTRICT

Classified in Fiscal Distress 12-Jun-06

Fiscal Distress Indicators and Additional Concerns:

The District was projected to have a $(206,545) balance for the 2007 fiscal year.
The March 31, 2006 operating balance was a $(122,690)
The March 31, 2006 fund balances for SOF 1000, 2000, 2008, and 4000 were $(26,509)
The District's bank account was not reconciled in a timely manner
The increase in State Foundation Funding will not significantly improve the District's balances due to the increase in the minimum teacher salary schedule

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	412	406	397	393	367	386
Assessment	10,841,377	10,952,836	11,252,818	11,595,395	12,331,959	11,969,134
Total Mills	37.22	37.22	37.22	39.00	39.00	39.00
Total Debt	2,718,835	2,881,585	2,835,585	3,169,220	3,361,821	3,290,296
Per Pupil Expenditures	7,116	6,360	7,080	7,613	8,634	
All Certified FTEs	31.29	36.93	35.44	38.49	31.70	
Avg Teacher Salary	34,001	28,574	30,528	26,999	37,563	
Ending Balance	379,113	579,862	370,392	151,065	522,434	828,655

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:
* Eliminate and/or reduce a range of certified positions
* Reduce employee health benefits which exceed state requirements
* Eliminate Administrative Assistant Position
* Reduce Substitute cost
* Consolidate bus routes
* Strict monitoring of utility usage
* Restructure teaching assignments to reduce staff
* Utilize contracted personnel to eliminate the use of outside contractors
* Eliminate NSBA membership
* Implementation of requisition and purchase order system in order to more closely monitor expenditures

2006-2007 Budgeted Ending Balance is projected to be $432,585.

Western Yell School District

Classified in Fiscal Distress 11-Apr-05

Fiscal Distress Indicator and Additional Concerns:

* A projected negative balance of $356,119 for fiscal year end June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ADMs	445	445	425	423	431	441
Assessment	14,089,535	14,861,224	15,640,002	16,074,221	16,882,008	18,679,063
Total Mills	31.00	31.00	31.00	32.50	32.50	31.90
Total Debt	495,226	499,531	969,465	930,061	946,397	894,940
Per Pupil Expenditures	5,340	5,847	6,957	6,900	7,113	
All Certified FTEs	40.29	39.50	41.00	40.50	40.17	
Avg Teacher Salary	27,176	31,181	31,367	32,365	34,393	
Ending Balance	782,197	703,119	493,426	173,500	219,437	884,529

District Actions:

* The District employed a new superintendent for the 2005-2006 school year
* September 2006, the community approved a millage increase of 6.9 debt service mills for a total of 38.8 mills
* Eliminated and/or reduced two certified positions
* Reorganized grades 4 through 6 to reduce one staff position
* Participated in ALE program offered through Two Rivers School District saving one staff position
* Reduced employee benefits exceeding minimum requirements
* Monitoring energy usage, transportation, field trips, and mileage reimbursements
* Analyzed building capacity to identify potential increases in efficiency
* Raised $230,000 from sale of 160 acres of land
* Increased enrollment for both 2005-2006 and 2006-2007

2006-2007 Budgeted Ending Balance is projected to be $896,082

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

December 28, 2006

Mr. Michael Ashanti
1004 Porter Street
Helena, AR 72342

Re: Notice of Appeal/State Board Hearing-New Date and Time
Carver Project International

Dear Mr. Ashanti:

Your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Lee County School District will occur at the State Board's meeting of January 17, 2007. The meeting will begin at 8:30 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

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 School Unit Leader, at (501) 683-5313.

Sincerely,

Scott Smith

Scott Smith
General Counsel

SS/tw/slr

Enclosure

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

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Wayne Thompson, Lee County School District
Superintendent Lee Vent, Forrest City School District
Superintendent Roy Kirkland, Jr., Barton-Lexa School District
Superintendent Charles Jones, Hughes School District
Superintendent Rudolph Howard, Helena-West Helena School District
Superintendent Randy Byrd, Brinkley School District
Superintendent George T. LaFargue, Clarendon School District
Superintendent Ulicious Reed, Marvell School District
Superintendent Don Collins, Palestine-Wheatley School District

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

December 14, 2006

Mr. Michael Ashanti
1004 Porter Street
Helena, AR 72342

Re: Notice of Appeal/State Board Hearing
Carver Project International

Dear Mr. Ashanti:

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 Lee County School District has been received, and a hearing on your application will occur at the State Board's meeting of January 8, 2007. 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

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

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cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Wayne Thompson, Lee County School District
Superintendent Lee Vent, Forrest City School District
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Superintendent Charles Jones, Hughes School District
Superintendent Rudolph Howard, Helena-West Helena School District
Superintendent Randy Byrd, Brinkley School District
Superintendent George T. LaFargue, Clarendon School District
Superintendent Ulicious Reed, Marvell School District
Superintendent Don Collins, Palestine-Wheatley School District

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

Lee County School District No. "1"
188 W. Chestnut Street, Marianna, AR 72360
PHONE 870-295-7100
FAX 870-295-7125

October 25, 2006

State Board of Education
% Mary Ann Brown, Unit Leader
Charter Schools
Arkansas Department of Education
Room 305-B, # 4 Capitol Mall
Little Rock, AR. 72201-1071

Dear Ms. Brown:

During the Lee County School District's regular school board meeting on October 24, 2006, the Board denied an open enrollment charter school application from The Carver Project International.

The reasons for the denial were based on recommendations I presented to the Board. Those recommendations are attached. If you need other information, please call.

Sincerely,

Wayne Thompson,
Superintendent

Sincerely,

David Waldrip,
Board President

RECEIVED
NOV 01 2006
CHARTER SCHOOL OFFICE

Cc: Michael B. Ashanti

Lee County School District No. "1"

188 W. Chestnut Street, Marianna, AR 72360
PHONE 870-295-7100
FAX 870-295-7125

Carver Project International
Open Enrollment Charter School
(To be located in Rondo, Arkansas)

RECOMMENDATION:

I recommend that the Lee County School District Board of Directors deny The Carver Project International open enrollment charter school application.

The reason for the denial recommendation is (it is my opinion that):

(1) The charter school has the potential to create a loss of enrollment for the Lee County School District that will negatively impact our present educational programs.

(2) The charter school does not have a transportation system and cannot provide daily instructional activities to its students.

(3) The charter school will be unable to secure proper certified staff members.

(4) The charter school can not provide adequate facilities to meet the student's needs.

(5) The charter school can not meet the requirements for its exceptional children's needs (Special Education and Gifted and Talented.)

Wayne Thompson,
Superintendent

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 16, 2006

Mr. Michael Ashanti
Carver International Project
1004 Porter Street
Helena, AR 72342

Dear Michael Ashanti,

Enclosed you will find a copy of a letter from the Lee County School District denying the Open-Enrollment Application from The Carver Project International. To date, we have not received a response from you regarding the decision by the Lee County School District.

Please notify the Arkansas State Board of Education c/o Mary Ann D. Brown at the Charter School Office by certified mail within ten (10) days of receipt of this letter should you wish to exercise your right to an appeal before the State Board.

Response 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

Respectfully,

Mary Ann D. Brown
Program Director

MAB/ms

Enclosure: Copy of Letter of Denial from Lee County District No. "1"

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

Lee County School District No. "1"
188 W. Chestnut Street, Marianna, AR 72360
PHONE 870-295-7100
FAX 870-295-7125

October 25, 2006

State Board of Education
% Mary Ann Brown, Unit Leader
Charter Schools
Arkansas Department of Education
Room 305-B, # 4 Capitol Mall
Little Rock, AR. 72201-1071

Dear Ms. Brown:

During the Lee County School District's regular school board meeting on October 24, 2006, the Board denied an open enrollment charter school application from The Carver Project International.

The reasons for the denial were based on recommendations I presented to the Board. Those recommendations are attached. If you need other information, please call.

Sincerely,

Wayne Thompson,
Superintendent

Sincerely,

David Waldrip,
Board President

RECEIVED
NOV 01 2006
CHARTER SCHOOL OFFICE

Cc: Michael B. Ashanti

Lee County School District No. "1"
188 W. Chestnut Street, Marianna, AR 72360
PHONE 870-295-7100
FAX 870-295-7125

Carver Project International
Open Enrollment Charter School
(To be located in Rondo, Arkansas)

RECOMMENDATION:

I recommend that the Lee County School District Board of Directors deny The Carver Project International open enrollment charter school application.

The reason for the denial recommendation is (it is my opinion that):

(1) The charter school has the potential to create a loss of enrollment for the Lee County School District that will negatively impact our present educational programs.

(2) The charter school does not have a transportation system and cannot provide daily instructional activities to its students.

(3) The charter school will be unable to secure proper certified staff members.

(4) The charter school can not provide adequate facilities to meet the student's needs.

(5) The charter school can not meet the requirements for its exceptional children's needs (Special Education and Gifted and Talented.)

Wayne Thompson,
Superintendent

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NOV 16 2006

Sent To: Michael Ashanti
Street, Apt. No.; or PO Box No.: 1004 Porter Street
City, State, ZIP+4: Helena, AR 72342

PS Form 3800, June 2002 — See Reverse for Instructions

The Carver Project International

Carver

"Learning Science through the Soil"

November 22, 2006

State Board of Education
C/o Mary Ann Brown
Charter Schools Office
Arkansas Department of Education
#4 Capitol Mall, Room 305-B,
Little Rock, AR. 72201-1071

Dear Ms. Brown,

Per your request please accept this memo as notification that I would wish to exercise my right to an appeal before the Arkansas State Board.

This is in regard to the enclosed letter from the Lee County School District denying the Open-Enrollment Application from The Carver Project International.

If you need any additional informational please don't hesitate to contact me.

Thanks you,

Michael B. Ashanti
Director
The Carver Project International

RECEIVED
NOV 30 2006
CHARTER SCHOOL OFFICE

1004 Porter Street, Helena, AR. 72342
870-338-6310 * 870-995-5032 Cell * Ashanti6@cox.net

Lee County School District No. "1"

188 W. Chestnut Street, Marianna, AR 72360
PHONE 870-295-7100
FAX 870-295-7125

Carver Project International
Open Enrollment Charter School
(To be located in Rondo, Arkansas)

RECOMMENDATION:

I recommend that the Lee County School District Board of Directors deny The Carver Project International open enrollment charter school application.

The reason for the denial recommendation is (it is my opinion that):

(1) The charter school has the potential to create a loss of enrollment for the Lee County School District that will negatively impact our present educational programs.

(2) The charter school does not have a transportation system and cannot provide daily instructional activities to its students.

(3) The charter school will be unable to secure proper certified staff members.

(4) The charter school can not provide adequate facilities to meet the student's needs.

(5) The charter school can not meet the requirements for its exceptional children's needs (Special Education and Gifted and Talented.)

Wayne Thompson,
Superintendent

Lee County School District No. "1"
188 W. Chestnut Street, Marianna, AR 72360
PHONE 870-295-7100
FAX 870-295-7125

October 25, 2006

State Board of Education
% Mary Ann Brown, Unit Leader
Charter Schools
Arkansas Department of Education
Room 305-B, # 4 Capitol Mall
Little Rock, AR. 72201-1071

Dear Ms. Brown:

During the Lee County School District's regular school board meeting on October 24, 2006, the Board denied an open enrollment charter school application from The Carver Project International.

The reasons for the denial were based on recommendations I presented to the Board. Those recommendations are attached. If you need other information, please call.

Sincerely,

Wayne Thompson,
Superintendent

Sincerely,

David Waldrip,
Board President

RECEIVED
NOV 01 2006
CHARTER SCHOOL OFFICE

Cc: Michael B. Ashanti

Letter of Intent for an Open-Enrollment Public Charter School

Eligible Entity: The CUROS Organization

Entity: Description:
The applicant agency for a Charter School, CUROS, acronym for Citizens United to Reform Our Schools, is a non- profit organization with a pending 501© 3 status. The organization's membership is comprised of retired and active PreK-12 and higher education educators and other professionals, business owners, clergy, community leaders, and parents. The primary goal of the organization is to seek alternatives to the current traditional system of educational delivery in the Mississippi Delta Region; thereby improving instructional delivery, fostering a higher level of motivation and interest in education, particularly in the area of science, increasing character-based education, parenting and community involvement in the educational process, and increasing the retention and graduation rate of the students that live in the impoverished communities of the Delta, where educational needs are greatest.

Contact Person: Mr. Michael Ashanti, President
1004 Porter Street
Helena, AR 72342
Phone: (870) 338-6310
Email Address: Ashanti6@cox.net.

Proposed Charter School Location:
It is proposed that the new Charter School be located in Congressional District #1.

Description of the Proposed Location:
It is proposed that the new Charter School be situated in Eastern Arkansas (Lee, Phillips or Woodruff Counties), such that it is centrally located for the purpose of wider recruitment throughout the Delta Region, ensuring an increased opportunity to enroll a more culturally diverse group of students in the greatest need.

Proposed Charter School Name: The Carver Project International

Grade levels to be served: Grades 7 – 12

Description: Purpose and Special Emphasis of the Charter School
Through partnerships with the Arkansas Land and Farm Development Corporation and the University of Arkansas at Pine Bluff and the provision of a rigorous science, environmental and agriculture-based program, the school will address the current crisis area of science education. While there will be a focus on life skills that address how students and their families can find the right balance between character and achievement, the schools emphasis is on learning science through the soil, environment and related hands on farming activities much the same as was practiced by the school's namesake, Dr. George Washington Carver. The CUROS Organization will initiate and assume a leadership role in the implementation of a professional development program in which college professors and practitioner consultants, who are masters in their educational professions, will provide ongoing staff development training for the "teacher/counselors" who will instruct in the Charter School. The school will strive to encourage, enhance, nurture and support the continuing learning process of these "teachers/counselors," such that students receive, on a daily basis, the benefit of research-based instruction in a small non-traditional farm laboratory learning environment, thereby increasing motivation, improving the academic and practical skills of all students and ensuring that the school's graduates will be prepared for the challenges of a rigorous college program of study, or profession in agriculture. Degrees can also qualify students for corporate or entrepreneurial placements.

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JUL 31 2006
CHARTER SCHOOL OFFICE

FedEx Express **US Airbill**

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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 Michael Ashanti Phone (870) 995-5032

Company Carver Project International

Recipient's Address 1004 Porter Street Dept./Floor/Suite/Room

We cannot deliver to P.O. boxes or P.O. ZIP codes.

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To request a package be held at a specific FedEx location, print FedEx address here.

City Helena State AR ZIP 72342

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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.

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* 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.
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* Call for Confirmation:

** To most locations.

5 Packaging

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- [ ] FedEx Box
- [ ] FedEx Tube
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* Declared value limit $500.

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Does this shipment contain dangerous goods? One box must be checked.

- [x] No
- [ ] Yes — As per attached Shipper's Declaration.
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519

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November 15, 2006

Michael Ashanti
Carver Project International
1004 Porter Street
Helena, AR 72342

Dear Mr. Ashanti,

This letter is to inform you of the completion of the evaluation of the application for Carver Project International 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 addressed to the following:
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: Carver Project International

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

Status of 501(c) (3) Application Mid-Delta Community Consortium, Inc. letter and addendum dated 7/16/2002. Addendum not included. Relationship is not clear.

Comments:
No evidence of 501 (c) (3) status for Carver. Documents show Mid Delta Consortium Inc has the status and is serving as the fiscal agent for Carver.

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 completes and details all required information.

Average Score 5/10

Strengths:
An assurance of a public hearing held on September 20 was included in the application. The description of the meeting includes information on the number of attendees and the school districts they represented. Sign in sheets shows; six parents and one person were present at public hearing. Letters of support from attendees and community representatives were included.

Weakness:
No mention of description of items discussed, or materials presented during 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 3/10

Strengths:
Invoices for publishing the notice of public hearing are included in the attachments. The notice ran in three newspapers with distribution in the area.

The size of the ads seems to meet the requirement in item B.

Copies of invoice from the Brinkley Argus Newspaper, The Daily World and The Courier are included. The index is included. The dates indicated are August 29, September 5 and September 12, 2006.

Weaknesses:
There is no assurance that the notices did not run in the classified or legal sections of the newspapers.

Not all contiguous districts received letters to superintendents. There is no indication that superintendents in Forrest City, Clarendon, Brinkley or Palestine-

Wheatley School Districts were notified. There is no evidence that letters were actually sent.

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 3/10

Strengths:
The selection process is documented, and a graphical representation of the governance structure is provided. Board responsibilities are very clear.

Community and Parent involvement is included in this section of the application.

Weaknesses:
In Parent Involvement, the School Leadership Council and Parent Advisory Council are discussed. These groups are not represented in the governance structure, and neither is the Parent Liaison. Is this an oversight, or will these persons have no direct, identified role in the governance structure of the school? Parent Liaison is listed as a volunteer position with no stipend or other incentive for this person to perform the duties of this position. "Appropriate committees" for parent to serve on are not described.

As with parents, the long-term responsibilities of the community in leadership and decision-making are unclear. While job-shadowing and skills building are exciting and valuable, the actual process for accomplishing these goals is unclear, and no letters of support related to these activities are included in the application.

The roles of the Project Director and Academic Leader are lacking detail.

How will or was the planning committee selected? Are there any assurances that parents will be selected to serve on the Board? It is unclear as to if members of the community advisory committee will be appointed by the executive committee. What will be the length of time served by the Board members?

Individual partners' responsibilities are not clear (i.e. parents, teachers, and students). May want to separate these 3 entities with specific responsibilities so the accountability can be clear.

What will be the responsibility of the teacher as far as communication to the parent is concerned? 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 4/10

Strength:
The mission statement is included in the application.

Weakness:
Mission was very brief. Some of basic elements such as who, what, when, where and how, were not included.

OBJECTIVE 5

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

Average Score 4/10

Strengths:
Graphical representation of test scores comparing criterion-referenced and norm-referenced test data was very useful.

2005 Academic Performance Scores (Basic and Below Basic) of students in the Barton - Lexa, Forrest City and Lee County School Districts is used to indicate educational need.

Weaknesses:
Although the graphical representation was very useful, additional information comparing the identified school districts to the state (and national) averages would have strengthened this section of the application.

Charter just lists education benchmark and other exam results. Additional information could have been included to provide a more complete academic representation.

No mention of other ethnic population such as Hispanic students in the Lee County School District.

OBJECTIVE 6

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

Average Score 2/10

Strengths:
Mentor/student relationship is an interesting aspect of this proposal, as is the job-shadowing aspect.

Cohort grouping may be sensitive to individual student needs

Weaknesses:
It is unlikely that there is actually public transportation in Rondo, Arkansas, since it is a community of approximately 250 persons.

What is meant by "on the academic track"?

What is the purpose of the identification card? Is this a security measure?

It is unclear that the curriculum/schedule will meet Standards for courses taught, requirements for 360 minutes of instruction/day and 120 contact hours for 1 credit. What is the exact number of days charter will be in session? Charter should be aware that school days do indeed end when students are dismissed. Charter needs to be more specific on daily schedule. Schedule should include course specifics, as well as, time. Charter may need to provide explanation as to how Charter will cover all frameworks for all subjects for all grade levels.

Where is the soil/agricultural/science part of the curriculum? There is a great deal of information about organization and structure, but little about the "doing" part of the curriculum.

What is B.R.I.D.G.E.S? This section does not offer a cohesive description of a curriculum.

If Charter is incorporating courses, it will need to be thoroughly documented. Lessons plans will need to show when, how long, and which frameworks were covered.

More specifics are needed on time allotted for core subjects, physical education/activity, art and music. Law is specific for grades K-4. How will charter handle physical activity? How many minutes and how many days/week? Information on art and music is also needed. State law requires a certain amount of instruction in both. What about history and health instruction? What about other workforce courses (keyboarding, etc.)?

Student/teacher ratios are difficult to determine.

When will remediation be instituted? Remediation is not included in core instructional time.

There is a concern that Charter relies so much on the online services and distance learning courses. The application stated the "blend of traditional classroom instruction with interactive compressed video, and web based (...) training" on page 13, but no specifics on how much time students would have for teacher interaction.

Very interesting instructional strategies and learning environments. Which 3 or 4 will charter focus on for most of "farm school" projects?

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 4/10

Strengths:
Meeting or exceeding state averages on norm-referenced tests is a reasonable goal.

The plan includes the use of grade appropriate State Mandated Assessments, (Criterion/Norm-Referenced).

Weaknesses:
The applicant seeks a waiver from AYP goals for the first three years of operation.

The schema for moving from one grade to the next is very complex. Consequences for failure to meet performance goals are unclear. Does this mean that students who do poorly on the mandated tests could be held back because of their score without regard to their course grade?

The Charter includes a brief summary of AYP goals for the initial three (3) year period as well as a five (5) year additional assessment plan. However, specific measurable goals in reading, reading comprehension mathematics and mathematics reasoning are not included.

What will be the immediate resources of assessment other than test scores by teachers? A major concern is placing child in a situation of having gone a whole semester without grasping concepts or objectives. What exactly are the first year immediate goals for the charter or even 1st 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?

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 2/10

Strengths:
Charter will include the State's Smart Core/Core curriculum, as well as the 38 required units.

Plan indicates that the services of a Curriculum Consultant will be retained to work with the planners to ensure that Carver's curriculum design is aligned with mandates by the Arkansas Department of Education.

Weaknesses:
This section does not identify the process to develop the curriculum and align the curriculum to the state Frameworks. There are descriptions of distance education classes and concurrent credit courses, but this does not address the objective question.

Detailed Progress Tracking described in the application sounds very much like achievement tracking.

Teaming rather than self-contained classrooms is not a reasonable goal when utilizing so much distance education and concurrent courses. The distance education courses are not based on a teamed approach to the curriculum. They are stand alone courses. The same is true of the concurrent credit courses. They are designed to incorporate the rigor and content of college courses, and must be taught by appropriately trained personnel. It is unclear that there are sufficient teachers to do this.

It is not evident that the Charter applicant clearly understands what aligning the curriculum really means. Are they just allowing an entity to do it for them? Do teachers meet to ensure all elements are covered? How will Charter ensure that frameworks are not "left out" or "looked over"? Charter will need to provide sample lesson plans or assignments for students to show this unique "farm school" curriculum. Can the Charter explain who will ultimately be responsible for alignment at the Charter and what process they would use if there was no entity doing 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? Has the Director checked to ensure the curriculum covers the changes?

Social Studies and Science curriculums are under review at the time. Charter will need to have protocol in place to stay abreast of changes.

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 4/10

Weaknesses:
Appropriate information provided, although the source of the information is not identified. In this section, the contiguous districts are identified.

Charter may want to add industrial or agricultural makeup of city and surrounding areas, graduation rate, degree obtainment, age percentages (makeup of people).

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 3/10

Strengths:
Information indicates that the school will take pride in publishing an annual report in the local newspapers of the three (3) districts (the school will serve) prior to November 15th deadline date each year. Will also provide a report at the end of each academic year to parents of pupils enrolled in the school.

Weaknesses:
There are very specific, identified pieces of information that are required to be included in the report to the public. Although there is an assurance that there will be a report to the public, the description of that report is vague and incomplete.

Consistent, thorough immediate student data should be 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.

Charter does not address the school's plan towards policies, programs, and goals to the community in a public meeting.

Methods of dissemination of information regarding student progress are mentioned in the application. How often will this information go out? For Charters, the accountability and expectations is higher than for regular schools. How often will there be parent/teacher conferences? Will academic progress be reported in some form to parents weekly or bi-weekly or only at the end of a reporting period? Will progress reports only be given at the end of the year? Will this report be in written or oral?

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 3/10

Strength:
Charter addresses pre-recruitment and full-scale recruitment plans. Will target grades 7-9 students considered at-risk. The pre-recruitment section indicates that the recruitment team will purposely and actively target diverse groups of students to ensure a diverse population.

Weaknesses:
There is a gap in the enrollment information between the pre-recruitment period and year 4 when the school expects to run a pseudo-lottery. This lottery is not random and not anonymous because the lottery will be "weighted to maintain a racial balance."

In the years following the implementation year, only grade 7 students will be recruited. However, the application states new 7th grade applications for enrollment will not allow discrimination on academics, disabilities, race, ethnicity, etc. It is unclear how this will be reconciled with the weighted lottery described on page 21.

The idea of a random lottery is introduced when applications exceed 240 capacity. This lottery will be available for any grade levels. However, there is no indication of how these three or more processes will go on simultaneously or how their results will be reconciled or justified.

The Admission Overview indicates that recruitment efforts in the first year will focus on grade 7 - 9 students who are from under served and/or historically under represented populations. Also indicates that students will be admitted almost exclusively through a lottery system weighted to maintain a racial balance. These two statements appear to conflict.

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:
Some teachers are required to hold certification in the discipline they will teach. Guidance Counselor and Librarian are also to be certified.

Charter did a great job on descriptions of duties and qualifications. Charter needs to be aware that sixty college hours are required for paraprofessionals and aides.

Weaknesses:
In both the CAO and Academic Leader positions, the applicant is required to have at least "two years as a contracted school site administrator in an accredited PreK-12 public or private school" and "have completed at least one calendar year period" as a public or private school administrator. This statement is confusing and inconsistent.

The decision not to hire a Chief Fiscal Officer in order to save money may not be a well-considered decision. Having a person on site, on contract, responsible for managing finances is probably an expense that is worth bearing.

How will 5 FTE teachers meet the course and grade level requirements for all students? Where did the Chef and Broadcasting Director positions come from? The music instructors' duties as practitioners are unclear. Where do these teachers fit into the curriculum? Will additional teachers/practitioners be added? When and based on what criteria?

Is there any way the Charter can incorporate a full time counselor? Many of the students may be "at risk". A full-time counselor will be performing additional duties such as academic issues, testing, and guidance plans as well as counseling duties for the children.

Where is the position for special education listed? Salaries for 3 teachers are stated, but it shows 5 at top of page 24. Charter should specify which position goes with which salary in the budget. Page 24, lists 4 practitioners, but in the budget there is only salary for 3. Budget needs to be readjusted. Based on descriptions for teachers-they'll teach all subjects. Staff may need additional professional development (PD) and more moneis budgeted for PD may be needed.

What will be the responsibilities of these 40 educational consultants listed in the budget? Also give job description for alternative education position.

Comments from the Finance Department:
The application states: "In order to save money, CPI will not hire a person to serve..." as Chief Fiscal Officer until funds become available. They will hire Mid-Delta Community Consortium as fiscal agent. The application continues that the Chief Fiscal Officer will be responsible as the "overseer and site trainer for APSCN". The information for this objective is present, but it does not appear to be adequate or realistic.

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 3.5/10

Weaknesses:
Why is it the responsibility of Mid-Delta Community Consortium to ensure the school is compliant with financial regulations and practices? Moving this responsibility to someone outside the regular structure of the school is a concern. Will this person remain an employee of Mid-Delta, or will he or she be a school contracted employee? If there is a breach of compliance, will the financial officer, Mid-Delta, or Carver Projects be responsible?

How frequently, and from whom, will the board hear about finances? Can the Board stop expenditure even though the Finance Committee has approved it? Can the Board go forward with expenditure even though the Finance Committee rejected it? What would that process be like? Will the Board only get involved if purchases are over $10,000? How many signatures are required? Will there be a checks and balances system for purchases? Charter should define what "will involve" at the bottom of page 24, regarding all business transactions. Will reports be done orally or in writing?

Comments from the Finance Department:
The application states the Mid-Delta Community Consortium will ensure the school is in compliance with financial regulations and practices. There is no evidence the Consortium is capable of fulfilling this responsibility. The application also states board members will be involved in all business transactions. Later, it states any check exceeding $10,000 will require the signature of the Chair of the Finance Committee. The Charter might need to reconsider this amount. The application states the budget will be presented for approval at the June meeting. Due to Department timelines, the Charter might not be capable of meeting this deadline.

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 3/10

Weakness:
Information given was not really a description as to how the audit will be done.

Comments from the Finance Department:
The application states "CPI will hire a licensed outside financial consultant (...) to proof all financial (...) operations". It further states it "will also periodically request to participate in a state legislative audit".

These statements do not comply with the requirement of an annual audit. The charter should revise this response to comply with Arkansas law.

Will Charter conduct any (quarterly/bi-monthly) internal audits? How often will these take place?

How often will financial transactions or reports be presented to the Board? How will the reports be presented?

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 3/10

Weakness:
There is no indication of the software that will be used or if the school will be a direct participant in the APSCN network. There is no indication that student records will be kept confidential or that a process for assuring confidentiality has been established.

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 2/10

(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:
Responds to items about relationships between applicant and local school district employees, local school board, and applicant.

There is a general description of the facilities to be used and an assurance that the facilities are in compliance with ADA and IDEA.

Weaknesses:
The terms of the lease and the rental amount have not been determined. The pictures in the attachment do not show sufficient detail about the buildings to determine anything about their age or condition.

Budget does not include an estimated amount for the lease. The lease agreement amount indicates an amount to be determined.

The current usage of the facility as a nursing home and later a home for migrant farm workers is not consistent with the facilities utilization agreement in which the facility is identified as the residence of the owner. A building of 10,476 square feet seems an unlikely structure to serve as a residence for one person.

The facilities use agreement also only identifies one building, but the application describes two buildings, one a brick structure and one a portable building. And in the same paragraph references three structures. This section of the application is incomplete or inconsistent.

Floor plans for the proposed renovations are not included, nor are these expenses included in the budget. Charter may need to revise budget.

Is the area around the proposed site free of businesses that would cause concern for the safety of children? How are all buildings going to be used? It appears they are different sites. Clarification is needed.

On bottom of page 26, Charter states there is a "kitchen 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 to have it available for students and staff?

Does not list any areas that may need to be brought into compliance.

Site Report by Facilities Department

1. **Charter School**: Caver Project International

2. **Location**: 12165 Highway 121, Ronda, AR

3. **General Observations**: The facility lies just off Highway 121. There is easy access to the facility. It appears to be large enough and it is also well formatted for educational purposes. It has solid concrete and mortar walls. Although the building is 50 years old, it appears to be in good condition. The rooms are large. It is immediately adjacent to a church that will co-use the parking lot.

4. **Academic Suitability**: Adaptations will have to be made inside the building to ensure that the classrooms are divided up equitably and include all the necessary implements to meet the academic need.

5. **ADA Accessibility**: The building is virtually 100% compliant.

6. **Life Safety Codes**: There are correct exits out of the classrooms. Panic hardware is in place. The building appears to meet the basic tenets of the life safety codes.

7. **Conclusion and recommendations**: This building appears, with minor modifications, to meet the needs of the academic program and is recommended as being accepted.

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

Strengths:
Charter will be located in an old school building with Kitchen and Dining Facilities. Charter intends on offering meals prepared on-site.

Weaknesses:
A. Will charter consider a full time counselor or come up with an alternative to stay in touch with the needs of students? There should be some type of mandatory contact with students. Being familiar with the "Delta" region one knows that "as needed basis" may not meet the needs of these students.

B. How will the Charter meet the every day immediate health needs of students? What about students that take daily meds or situations where a student has headache, stomachache 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 Lee County Library? How far away is the Lee County Library? How will library services be rendered? Can the charter establish "classroom" libraries with a minimum number of books per classroom? Who will be responsible for the media curriculum?

E. No money was budgeted for food expenses, although this is a self prep site. Insufficient money budgeted for equipment in a self prep facility. Charter will be located in Lexa, AR - Staffing will be difficult at best and vendors will be unlikely. No contact with ADE CNU for Rules and Regulations concerning Food Service operations.

F. A review of the application regarding the implementation of IDEA (Individuals with Disabilities Education Act) and the provision of special education services is lacking in details. There is no indication that any type of survey (Child Find) to indicate how many students with special needs may be included in their population. The application indicates that they would employ "qualified", but not necessarily "certified" teachers. There are NO waivers for employment of special education faculty.

G. No acceptable response regarding Alternative Education for students that might need it.

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 3/10

Strengths:
A general description of parent involvement is included.

Parents can expect regularly scheduled school - wide progress reports of weekly teacher generated reports and school conferences.

Plan indicates that Carver Project will have an active parent involvement component, to include parent training related to working with their children.

Weaknesses:
There is no indication of a structured Parent Resource Center or an anticipation that the school will apply for grant or other funds to support such a center. There is nothing related to a Parent Teacher Organization or what the duties of such a group might have been.

What is the assurance that the parent will actually take part in the education of the child? Are there any types of agreements or compacts? Charter should submit a sample if so. Charter could encourage the parent to be a part of at least one committee or membership in PTO. The opportunity for parents to work with students and the school is mentioned on page 29. Are they optional or mandatory? 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 4/10

Weaknesses:
If charter leaves start date the same and adjust ending date, it may not require a waiver on uniform date.

What specific flexibility is requested regarding grade scale? Charter needs 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 define "highly qualified", bottom of page 29.

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.

6-15-1004; 617-902; 6-17-919 basically request the waiver of some certified/qualified teachers in every classroom. Considering the level of the students this Charter has identified as possible recruits (underprivileged/ minority/ at-risk), the use of unqualified or out of field teachers may meet the goal of the proposed school but does not appear to be in the best interest of the students, nor does it support earlier statements of providing the required 38 as well as the Smart Core Curriculum.

6-17-1001 Minimum base salary and 6-17-1002 Salary amount-Annual Review: Carver Project International indicates that their salary will exceed the State Minimum Salary Schedule. A waiver should not be required in order to exceed the salary schedule.

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

Strength:
There is an assurance that none of the school districts are under court order of desegregation.

LEGAL COMMENTS

1.) p. 1, Application: The CUROS Group, Inc. is listed as the sponsoring entity, eligible as such as a Section § 501 (c)(3) corporation. However, the proof of
§ 501 (c)(3) status submitted is for the Mid-Delta Community Consortium, Inc. (MDCC). A letter agreement from MDCC is also attached, in which agrees to serve as the fiscal agent, but does not evidence an agreement to be the school's sponsoring entity.

2.) p. 21: 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 does not state what court order or federal law would require it to conduct a weighted lottery based on race in the initial enrollment process.

3.) pp. 6-27: The application states that the applicant has entered into a Facilities Utilization Agreement with Mrs. Dorothy Collier of Rondo, Arkansas, to lease two (2) buildings (a brick structure and a portable building) located at 12165 Hwy. 121 South in Lexa for use as the school facilities. The applicant states that the structures are in compliance with both the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement 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 Rules Governing the Standards for Accreditation of Arkansas Public Schools:

- 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.) p. 27: The application indicates that the school will not be in compliance with state statutes and Department Rules concerning its Guidance Program, Health Services and Media Center, but no waivers for any of these items have been requested. Even if such waivers were requested, however, they could not be granted as they would require the waiver of portions of the Rules Governing Standards for Accreditation which are required by law (Ark. Code Ann. § 6-15-202 (b)(2)).

c.) As no waivers were requested from the provisions of Ark. Code Ann.
§§ 6-17-302 (requirement to employ principals), and 6-13-109 (requirement to employ a superintendent), it is assumed that the positions designated in the application as "Academic Leader" and "Chief Academic Officer", respectively, will fill those positions.

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 67.5/200

Attached Schedule 2007-2008 academic year identifies August 13th as opening day, but later identifies August 6 as first day of classes. This is inconsistent.

Will all teachers provide instruction in all core subjects? If so, teachers may need additional professional development time and money. 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)? Make sure not to count half days as full days of instruction. To count as a full day ensure 360 minutes of instruction.

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 moneis and services.

How often will staff meet? Will there be any instructional aides? Be mindful, sixty college hours are required for paraprofessionals.

Budget Questions: Budget shows 120 students. Charter may have a problem with student/teacher ratios with 40 students to a teacher. Charter needs to clarify positions to salaries in budget.

There are 4 practitioners listed on page 24, but only 3 in the budget. Charter may need to correct or make adjustment in the budget. Data processing position is fulfilled by the secretary? Again, charter needs to specify positions in the budget where it says salary.

Concerned regarding 501 (c) (3) status of Carver.

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.

Arkansas Department of Education Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Carver Project International
Eligible entity status
Non-sectanan organization exempt from taxes under Section 501 (c) (3)
Status of 501 (c) (3) Application Mid-Delta Community Consortium. Inc. letter and addendum dated 7/16/2002. Addendum not included Relationship is not clear.

Comments:
No evidence of 501 (c) (3) status for Carver.

Response:
Carver has applied for 501 (c) (3); hence the reason that the school has asked Mid-Delta Consortium to act as its Fiscal Agent until such time that the school's 501 (c) (3) has been granted. Its Documents show Mid Delta Consortium Inc will serve as the sponsoring agency and it has the legal status and requirement to meet this 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.*

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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 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 in provided by the superintendent of an affected school district upon the request of the applicant.)

Average Score 3/10

Strengths:

A. Invoices for publishing the notice of public hearing are included in the attachments. The notice ran in three newspapers with distribution in the area.
The size of the ads seems to meet the requirement in item B. Copies of invoice from the Brinkley Argus Newspaper, The Daily World and The Courier are included The index is included. The dates indicated are August 29, September 5 and September 12, 2006.

Weaknesses:

There is no assurance that the notices did not run in the classified or legal sections of the newspapers.

Not all contiguous distincts received letters to superintendents. There is no indication that superintendents in Forrest City, Clarendon, Brinkley or Palestine-Wheatley

School Districts were notified. There is no evidence that letters were actually sent.

Response
All school districts from which Carver Project International Charter School expects to draw students were in fact notified via letter to the Superintendents and all board members for which the Superintendents provided contact information. In those one or two cases where time constraints (related to deadline dates) would have disqualified the school's application, letters were hand delivered by the President of the founding organization. In these cases, Superintendent signed a receipt of document form. Only one Superintendent, who made his objections very clear from the start, refused to sign this document, but he did, in fact, accept the Letter of Intent. Additionally, copies of the final application were mailed via certified mail to Superintendents of all affected districts, including his district (Lee County).

Side Note: Even though eight districts were officially notified via a Letter of Intent that the CUROS Group is proposing a charter school, which would draw students from their districts, it became clear as the proposal was developing, that at least in the first year, only Grade 7-9 students from Barton-Lexa, Forrest City and Lee County districts would be recruited; hence the reason the final application only lists those districts, while the Letter of Intent lists 5 other 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 3/10

Strengths:

The selection process is documented, and a graphical representation of the governance structure is provided
Board responsibilities are very clear
Community and Parent involvement is included in this section of the application.

Weaknesses:

In Parent Involvement, the School Leadership Council and Parent Advisory Council are discussed. These groups are not represented in the governance structure, and neither is the Parent Liaison. Is this an oversight, or will these persons have no direct, identified role in the governance structure of the school?

Response:
Members of the School Leadership Council are school

employees (i.e., teachers, parents, paraprofessionals, etc.) who are will in fact, have no direct role in the "governance" structure of the school. This is also true for the Parent advisory Council, made up of parents only. Parents on this council will serve only in an advisory capacity.

Parent Liaison is listed as a volunteer position with no stipend or other incentive for this person to perform the duties of this position. "Appropriate committees" for parent to serve on are not described

Response:
The Parent Liaison is indeed a volunteer position, at least in the first year of implementation. The term "appropriate committee" simply denotes committees to which the liaison feels he/she might best serve the school. Usually these committees, directly impact the home-school relationship. Sample committees include: Attendance Committee, School Spirit Committee, Family Night Committee, etc.

As with parents, the long-term responsibilities of the community in leadership and decision-making are unclear.
Response:
It is not exactly clear what clarification is needed here. We outlined as clearly as we could in the proposal, the role of parents. It is hoped that any community in which a school exist, there would be long-term commitment. Carver's staff will be committed to working with the community such that parents as well as other community members will want to participate as much as their schedules will allow in helping school staff develop students that will become model citizens.

While job-shadowing and skills building are exciting and valuable, the actual process for accomplishing these goals is unclear, and no letters of support related to these activities are included in the application.

Response:
The type of educational program that Carver has proposed was discussed in the meeting on September 20, 2006. Those in attendance were very excited with the idea that their children could possibly attend a school that allows for more hands-on type activities. Research has shown that most students learn by doing and a large part of what will go on at Carver will be based on learning by doing. Therefore, it is felt that activities such as job-shadowing and skills building are not only valuable activities; they serve as some of the process for learning. When students are given opportunities to work with practitioners in an intern type arrangement, there is no better way to develop a skill.

The roles of the Project Director and Academic Leader are lacking detail.

Response:
Please refer to pages 5, 6, 9, 22, 24 and 25 of the application to

find detailed descriptions of the role of the Project Director (Chief Academic Officer). Refer to pages 5, 6, 9, 22, 23, 24 and 25 and 27 of the application to find detailed descriptions of the role of the Academic Leader (School Leader equivalent to the role of Principal in a traditional setting). Given the page count limitations for the proposal, we believe that we described the roles of both administrators are adequately in several places in the document.

How will or was the planning committee selected?
Response:
None of the questions in the original application gave us an opportunity to explain in detail how the Planning Committee was selected, but for the record, the committee is comprised of CUROS Group members (parents and educators and other community members) who would like to see alternatives offered to those students who are at risk of dropping out of school and who would likely be better served in a nontraditional educational setting. CUROS members also brought in persons who are experts in the field of educational research to serve on the committee.

Are there any assurances that parents will be selected to serve on the Board?
Response:
The Planning Committee worked closely with the president and selected members of the sponsor organization, The CUROS Group, Inc., to select key community leaders from the districts from which the school will draw students to serve on CPI's Board of Directors. Most of these are parents.

It is unclear as to if members of the community advisory committee will be appointed by the executive committee
Response:
The Community Advisory Committee will be comprised of those persons who are well established and well respected in the community and who can contribute to the work of the board and school officials by advising school officials on the needs of the community in terms of educating its children. Membership is established through volunteering or through invitation by a member or members of the executive committee or school official.

What will be the length of time served by the Board members.'
Response:
Four (4) years.

Individual partners' responsibilities are not clear (i.e. parents, teachers, and students). May want to separate these 3 entities with specific responsibilities so the accountability can be clear
Response:
Carver proposes to be a nontraditional school. However, some aspects of educating children are the same whether a school considers itself traditional or an alternative to traditionalism. To

that end, it will always be the responsibility of "teachers" to provide quality educational experiences to students, using best practices based on well researched instructional methods. It will always be the responsibility of "parents" to support the efforts of the school in educating their children, provide the home environment that compliments what goes on at school with their children during the school day and to stay abreast of their children's educational experiences. We would also hope that they would attend school functions and volunteer as much time as possible in the school. It will always be the responsibility of "students" to put forth their best effort to attend school regularly and come to school prepared to learn.

What will be the responsibility of the teacher as far as communication to the parent is concerned?
Response:
All teachers will send and/or give regular progress reports (weekly, biweekly and end-of-the reporting period ([6 weeks]), disseminating information at "Open House" sessions, making periodic phone calls to parents and setting up personal conferences

Any physical conference requirements?
Response:
Yes…School scheduled (See the School Calendar) and as scheduled by teachers and/or administrators.

How often will staff meet?
Response:
Grade level planning occurs once weekly by the teachers). or as needed.

How often will students meet?
Response
Cohort students meet daily in "House." Students in various organizations will meet as directed by organization sponsors (teachers or other staff members)

OBJECTIVE 4

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

Weakness

Mission was very brief. Some of the basics elements such as who what when were and how were not included.

Response

Please refer back to application for clarity.

OBJECTIVE 5

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

Weakness

Although the graphical representation was very useful,

additional information comparing the identified school districts to the state (and national) averages would have strengthened this section of the application.

Craver just list education benchmark and other exam results. Additional information could have been included to provide a more complete academic representation.

No mention of other ethnic population such as Hispanic students in the Lee County School District.

Response

Eastern Arkansas is heavily populated with Black Students. The Hispanic Population is less than 5 percent.

OBJECTIVE 6

Weaknesses:

It is unlikely that there is actually public transportation in Rondo, Arkansas, since it is a community of approximately 250 persons

Response:
The school is centrally located such that some students will be able to walk to school. Parents in the community have stated that they would be willing to either transport their children of have someone else transport them, just so that their children could attend a school that offers alternatives to the traditional educational setting. It is hoped that as funds (grants gifts, etc.) are acquired, the school will be in a position to provide transportation to its students, who live too far away to walk to school.

What is meant by "on the academic track""

Response:
All students at Carver are indeed on an "Academic Track," in that they all will be provided excellent instruction in the core courses required for high school secondary students in the state of Arkansas. However, some students realistically know that they will not attend college and others who know that they are college bound. The latter are the "academic track" students.

What is the purpose of the identification card? Is this a security measure"

Response:
The times in which we live, dictate that schools should be safety conscious if learning is to take place. Schools can never be too careful in their effort to ensure a safe learning environment for students. While Carver's primary goal is to provide a quality education to all of its students, the school must first provide a safe clean environment that is conducive to learning.
Identification cards are not new and they work relatively well to help school officials and students readily identify each other, but more importantly recognize when there is a stranger among them.

It is unclear that the curriculum/schedule will meet Standards for courses taught, requirements for 360 minutes of instruction/day and 120 contact hours for 1 credit What is the exact number of days charter will be in session? Schedule should include course specifics, as well as, time Charter may need to provide explanation as to how Charter will cover all frameworks for all subjects for all grade levels.

Response:

The "daily schedule" submitted with the proposal is written in general terms. The daily schedule will be more specifically defined as the school comes closer to opening. This is that part of scheduling that depends on student and staff numbers. Carver clearly understands state requirements and is working diligently to ensure that the school meets those requirements as it plans to provide additional learning alternatives.

Charter should be aware that school days do indeed end when students are dismissed Charier needs to be more specific on daily schedule.

Response:

Learning is ongoing. While Carver clearly understands that the "regular" 6-hour school day ends at the designated dismissal time, it is making plans to clarify, reinforce, and extend learning through tutorial sessions and student-lead activities to enhance what has been learned during the regular school day for those student who require these services.

Where is the soil/agricultural/science part of the curriculum" There is a great deal of information about organization and structure, but little about the "doing" part of the curriculum

Response:

The Planning Committee is working with the Agricultural Department at UAPB to refine its "farm school" curriculum.

What is B.R.I D G.E.S' This section does not offer a cohesive description of a curriculum

Response:

B.R.I.D.G.E.S. (acronym for Concept: Bridging Resources for Integrated and Divergent Gateways to Educational Success) is not the name of a curriculum; rather it is a "coined" concept aimed at "bridging" the gap concept of educational disparity between students who have been traditionally underserved and who typically score poorly on state assessments and those students who are well represented and score well on state assessments. The gap is achieved by providing additional educational experiences (learning science through hands-on farming experiences, for example) in a nontraditional environment, while making sure that students are also exposed to state-mandated curricula and assessments

If Charter is incorporating courses, it will need to be

thoroughly documented Lessons plans will need to show when, how long, and which frameworks were covered More specifics are needed on time allotted for core subjects, physical education/activity, art and music Law is specific for grades K-4 How will charter handle physical activity"7 How many minutes and how many days/week7 Information on art and music is also needed. State law requires a certain amount of instruction in both. What about history and health instruction? What about other workforce courses (keyboarding, etc.)?

Response:

Carver has no plans to "incorporate" courses, rather provide for its students varying research-based methods to teach core elective and vocational-type courses.

Student/teacher ratios are difficult to determine.

Response:

For classroom instruction, the teacher – pupil ratio will be approximately 1:16. For "House, the ratio is 1:10, because all certified school staff will be assigned a "House" cohort. Specifically, the following is the "charter" design:

The Physical Plant (The School or Academic House)

The School (Academic House) is divided into three (3) regular instruction houses and one (1) Alternative Route House. The academic house is both the physical and philosophical division of the school into smaller communities. The 3 houses are made up of different numbers of students dependent upon the grade level(s) assigned to the house. Seventh and eighth graders are assigned to the Bronze or "Transition" house. Ninth, tenth and eleventh graders will be assigned to the Silver or "Middle" house. The Gold House, where seniors are assigned will be referred to as "Senior" house or "Capstone" house. Each grade level will be divided into four (4) Pods. Therefore, Transition House will contain eight (8) pods; Middle House will contain sixteen (12) pods; and Senior House will contain four (4) pods. Each pod will have no more than 10 students.

Pods are in close proximity to the center (centrum) of the house to which they are assigned. This centrum serves as a meeting space, divided classroom, work area, and in other functions as needed by the students and staff of a particular house.

House will meet for one-half (approximately 3 hours) of each student's day. During this house time the subjects of Language Arts (English and communications), environmental science, and social studies are applied in the study of complex issues related to the environment.

House will be scheduled by the staff based on the needs of the day. Sometimes three, one hour classes in each discipline area may be required to deepen understanding of a new concept. Other times a combination of small group and/or large group sessions will enhance the likelihood of students making abstract

connections between subject matter.

The Alternative Route House will be made up of students from all grade levels. Students assigned to this house (if any) will be those students who have consistently demonstrated that they are unable to function in their regularly assigned houses. While in Alternative Route House, intense focused academic, social, and psychological services provided to these students. These services will assist students in making choices that will afford them an opportunity to experience success while enrolled at CPHS.

All assignments to Alternative House are meant to be temporary----that is the duration of an ordinary assignment should be no longer that the required minimum stay of only one (1) semester. If at the end of the first semester, a disciplinary committee (made up of CPHS staff and social services workers) determines that a student is ready to be transitioned back into his/her regular house, an evaluation of the student's (students') academic, social and behavioral status will be conducted to determine readiness to be transitioned back into the regular house population. The focus of the evaluation will be on the likelihood that the transition candidate(s) will experience a successful transition----that is he/she is not likely to exhibit behaviors that will result in a return to the Alternative Route House.

CPHS plans to implement safeguards designed to prevent recidivism. However, it is expected that on rare occasion, a student may need to spend one academic year (two semesters) in Alternative Route House. In these rare cases, where student must be returned to Alternative Route House for an additional semester, the parent(s) or guardian of these students must be significantly involved in the school's effort to adjust the student's attitude and/or behavior such that he/she may be allowed to stay at CPHS. Incorrigible cases will result in expulsion.

When will remediation be instituted" Remediation is not included in core instructional time.
Response:
This question has been answered.

There is a concern that Charter relies so much on the online services and distance learning courses The application stated the "blend of traditional classroom instruction with interactive compressed video, and web based (...) training" on page 13, but no specifics on how much time students would have for
Response:
While distance learning will be an advantage to Carver because the school may not be able to get all of the certified personnel it needs to teach the core courses, particularly in year one, distance learning will not be the primary method for getting the core courses taught.

Very interesting instructional strategies and learning environments. Which 3 or 4 will charter focus on for most of "farm school" projects?

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."

OJECTIVE 8
Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?
Average Score 2/10
Strengths:
Charter will State's Smart include the Core/Core curriculum, as well as the 36 required units.

Plan indicates that the services of a Curriculum Consultant will be retained to work with the planners to ensure that Carver's curriculum design is aligned with mandates by the Arkansas Department of Education

Weaknesses:

This section does not identify the process to develop the curriculum and align the curriculum to the. State Frameworks There are descriptions of distance education -classes and concurrent credit courses, but this does not address the objective question

Detailed Progress Tracking described in the application sounds very much like achievement tracking

Teaming rather than self-contained classrooms is not a reasonable goal when

Utilizing so much distance education and concurrent courses The distance ,

education~ courses are not based on a teamed approach to the curriculum They . .*&>

are stand alone courses. The same is true of the concurrent credit courses They

are designed to incorporate the ngor and content of college courses, and must •

be taught by appropriately tiained personnel. It is unclear that there are sufficient

teachers to do this

It is not evident that the Charter applicant clearly understands what aligning the curriculum really means Are they just allowing an entity to do it for them" Do .teachers meet to ensure all elements are covered? How will Charter ensure that frameworks are not "left out" or "looked over[1]"? Charter will need to provide sample lesson plans or assignments for students lo show this unique "farm school" curriculum Can the Charter explain who will ultimately be responsible for alignment at the Charter and what process they would use if there was no entity doing 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' Has the Director checked to ensure the curriculum covers the changes?

Social Studies and Science curriculums are under review at the time Charter will need to have protocol in place to stay abreast of changes

Response:

Carver clearly understands the meaning of curriculum alignment. In order to align the curriculum for the school, the school's curriculum must be as near to complete as possible. The fact is that the focus curriculum for the "farm school" is still in its developmental stages. The state's core curriculum is included in the application for the purpose of acknowledging that the school's curriculum for core courses is the state's curriculum, which all school personnel will have in their possession and which all school personnel will analyze in curriculum meetings, once they are hired.

OBJECTIVE 9

Charter may want to add industrial or agricultural makeup of city and surrounding areas, graduation rate, degree obtamment. age percentages (makeup of people).

Response:

Page-limit constraints dictated that proposal writer keep responses as brief as possible. Since no specific information was requested for the aforementioned in the application, they were not addressed. This information was requested in the Walton family Planning Application. However this information has been copied from that document into this response document:

From Walton Family Foundation Planning Application:

The target population will hail primarily from small rural districts situated geographically in the Mississippi Delta Region. This area in which the enrollment in secondary schools typically ranges from 112 to 420 predominantly African American students, is characterized by extreme poverty, resulting from a high rate of unemployment and/or low-income households; high incidences of crime (i.e., drugs sales and use, gang activity, burglaries, vandalism, murder, etc.); high rates of illiteracy among adult heads of households; high rates of teen pregnancy, etc. The drop-out rate is considerably high with less than 70% of the students enrolled in any given 9th grade cohort completing Grade 12 in any school. White flight into the 3 private schools is still very much a reality. However, the rising cost of tuition in the private schools is forcing some parents of white students to reluctantly and regrettably return their children to the public school setting. These parents too should have a choice. Clearly the answer is highly qualified and caring educators and better schools that truly educate children while embracing and even celebrating diversity

Based on recruitment targets, we expect: 25% White; 25% Black; 25% Hispanic; 15% Native American; 10% other

Carver anticipate 95% Free and 5% Reduced Lunch at a breakdown as follows:

English Speaking – 75%
English Language Learners (ELL) – 25%

Lee County (65%); Forrest City (25%); and Barton-Lexa (10%) in Year One

OBJECTIVE 1O

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

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

3/10 Strength:
Charter addresses pre-recruitment and full-scale recruitment plans Will target grades 7-9 students considered at-risk The pre-recruitment section indicates that the recruitment team will purposely and actively target diverse groups of students to ensure a diverse population.

Weaknesses:
There is a gap in the enrollment information between the pre-recruitment period and year 4 when the school expects to run a pseudo-lottery. This lottery is not random and not anonymous because the lottery will be "weighted to maintain a racial balance"

In the years following the implementation year, only grade 7 students will be recruited However, the application states new 7th grade applications for enrollment will not allow discrimination on academics, disabilities, race, ethnicity, etc It is unclear how this will be reconciled with the weighted lottery described on page 21.

The idea of a random lottery is introduced when applications exceed 240 capacity This lottery will be available for any grade levels However, there is no indication of how these three or more processes will go on simultaneously or how their results will be reconciled or justified.

The Admission Overview indicates that recruitment efforts in the first year will focus on grade 7 9 students who are from under served and/or historically under represented populations. Also indicates that students will be admitted almost exclusively through a lottery system weighted to maintain a racial balance these two statements appear to conflict

Response:

How so? The first part of the statement simply points out the grade levels of the students CPI will recruit. The second part of that statement merely mentions the fact that students within the geographical area of the school's location are underserved and underserved. This statement describes practically all of the students living in the Delta. So plans to use the lottery system weighted to maintain a racial balance does nit appear to be conflicting in our estimation.

OBJECTIVE 12

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

Average Score

4/10 Strengths:
Some teachers are required to hold certification m the discipline they will teach. Guidance Counselor and Librarian are also to be certified

Strength:
Charter did a great job on descriptions of duties and qualifications. Charter need; to be aware that sixty college hours are required for paraprofessionals and aides
Response:
Practitioners/professionals in their respective fields will be hired, but only for the purpose of instructing in mentorship, internship arrangements

Weaknesses;
In both the CAO and Academic Leader positions, the applicant is required to have at least "two years as a contracted school site administrator in a accredited PreK-12 public or private school" and "have completed at least on :calendar year period" as a public or private school administrator This statesman is confusing and inconsistent
Response:
Both do.

["he decision not to hire a Chief Fiscal Officer in order to save money may not b 3 well considered decision. Having a person on site, on contract, responsible tc nanagmg finances is probably an expense that is worth bearing
Response:
We concur, but the funds will simply not be there in the first year.

How will 5 FTE teachers meet the course and grade level requirements for a ;students?
Response:
1 English/Language Arts Courses
1 Mathematics and Science Courses
1 Social Studies Courses (History, Economics, Government, etc.)
1 Special Education
1 Alternative Education

Where did the Chef and Broadcasting Director positions come from The music instructors' duties as practitioners are unclear. Where do thes •eachers fit into the curriculum? Will additional teachers/practitioners be added A/hen and based on what criteria"?

Response:
Professionals who have expressed an interest in working in an internships, mentoring instructional arrangement with the school (For example, a licensed professional chef has expressed an interest in not only overseeing the preparation of nutritious meals to be served in the dining room, but instructing, mentoring and providing internships in his restaurant for those students who *desire to go*

directly into culinary school from high school).

Is there any way the Charter can incorporate a full time counselor? Many of th students may be "at risk" A full-time counselor will be performing addition; duties such as academic issues, testing, and guidance plans as well a counseling duties for the children
Response:
Perhaps in the second year of implementation. Due to funds constraints during the implementation year, several charters will share counselors through the Charter Resource Center. The Alternative Education Instructor will have guidance endorsement; so that should help some.

Where is the position for special education listed[7]
Salaries for 3 teachers ai stated, but it shows 5 at top of page 24 Charter should specify which positic goes with which salary in the budget Page 24, lists 4 practitioners, bul in th budget there is only salary for 3 Budget needs to be readjusted. Based c descriptions for teachers-they'll teach all subjects.
Response:
Reference the Budget. We plan to hire 3 certified regular classroom teachers (See above for courses they will teach), one (1) certified Special Education teacher and one (1) certified Alternative Education teacher

Staff may need addition professional development (PD) and more moneis budgeted for PD may t needed
Response:
We concur, hence the reason we placed $70,000 on the Professional Development line item in the budget. We would like to have placed more on that line item, but we had to spread the funds around.

What will be the responsibilities of these 40 educational consultants listed in tr budget?
Response:
You do not have the correct information. Two consultants will spend 40 contact hours with the instructional staff for professional development. Topics will focus on research-based instructional and classroom management strategies.

Also give job description for alternative education position
Response:
The Alternative Education Teacher will Direct the Alternative Route House, which will be made up of students from all grade levels. Students assigned to this house (if any) will be those students who have consistently demonstrated that they are unable to function in their regularly assigned houses. While in Alternative Route House, intense focused academic, social, and psychological services provided to these students. These services will assist students in making choices that will

afford them an opportunity to experience success while enrolled at CPHS.

All assignments to Alternative House are meant to be temporary----that is the duration of an ordinary assignment should be no longer that the required minimum stay of only one (1) semester. If at the end of the first semester, a disciplinary committee (made up of CPHS staff and social services workers) determines that a student is ready to be transitioned back into his/her regular house, an evaluation of the student's (students') academic, social and behavioral status will be conducted to determine readiness to be transitioned back into the regular house population. The focus of the evaluation will be on the likelihood that the transition candidate(s) will experience a successful transition----that is he/she is not likely to exhibit behaviors that will result in a return to the Alternative Route House.

CPHS plans to implement safeguards designed to prevent recidivism. However, it is expected that on rare occasion, a student may need to spend one academic year (two semesters) in Alternative Route House. In these rare cases, where student must be returned to Alternative Route House for an additional semester, the parent(s) or guardian of these students must be significantly involved in the school's effort to adjust the student's attitude and/or CPHS. Incorrigible cases will result in **expulsion.** *behavior such that he/she may be allowed to stay at*

Comments from the Finance Department:
The application states. "In order to save money, CPI will not hire a person serve " as Chief Fiscal Officer until funds become available. They will hire Mil Delta Community Consortium as fiscal agent. The application continues that tt Chief Fiscal Officer will be responsible as the "overseer and site trainer f APSCN". The information for this objective is present, but it does not appear hs
arieouate or realistic
Response:
It is unclear to the Carver, exactly what is unclear to the financial evaluators about the information provided on page 23 of the application. We tried to be clear about the fact that the school would not be in a position financially to hire a full-time Chief Fiscal Officer in Year One.

Additionally, It was stated that the information requested is indeed provided, but that it "does not appear to be realistic." In the absence of specific statements detailing exactly what part of carver's response statements are unrealistic, the school is not in a position to respond intelligently to this observation.

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: Great River will utilize a data crosswalk, or bridge, which will convert the data into a format which can be read by APSCAN.

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.*

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 Power School 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**: 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 14

Average Score 3/10

Weakness:

Information given was not really a description as to how the audit will be done

Comments from the Finance Department:

The application states "CPI will hire a licensed outside financial consultant (..) to proof all financial {...) operations" It further states it "will also periodically request to participate in a state legislative audit"

These statements do not comply with the requirement of an annual audit. The charter should revise this response to comply with Arkansas law

Will Charter conduct any (quarterly/bi-monthly) internal audits[7] How often will these take place?

How often will financial transactions or reports be presented to the Board? How will the reports be presented[9]

Response:

Per the advice of the Finance Department of the ADE, carver revises the statement regarding audits to read:

In Year One of implementation, because a full-time Chief Fiscal Officer will not be available, Carver Project International will seek advisement from the ADE regarding procedures for requesting audits.

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 3/10

Weakness:

There is no indication of the software that will be used or if the school will be a direct participant in the APSCN network. There is no indication that student records will be kept confidential or that a process for assuring confidentiality has been established

Response:

Again, in the interest of brevity, the school made a broad statement of affirmation. The school's plans to use APSCN were clearly state in detail in the Planning Application to the Walton Family Foundation, because they asked that the school detail plans to participate in the Arkansas Public School Computer Network for reporting education data. That information follows:

The Carver Project Charter High School anticipates the management of a wide variety of data in real-time on a daily basis, particularly in the first 3 years of operation. In fact, the majority of activities at the school will be data-driven. All stakeholders (students, parents, educators, administrators, policy makers and community members, have heightened expectations for the ways in which student progress is tracked and impact is measured within our charter school. Therefore, the planning team reasons that the school should use a student information system (SIS) that is not only user friendly but is cost effective. The Carver Project International High School is required to use APSCN, the State-wide SIS. At this time, we feel that this state-mandated SIS is the best system to meet the data management needs of our charter, "teaching science through the soil."

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 trie 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.

Response
Document is attached

Weakness

The terms of the lease and the rental amount have not been determined. The pictures in the attachment do not show sufficient detail about the buildings to determine anything about their age or condition.

Response
This building is in good condition.

Weakness

The current usage of the facility as a nursing home and late a home for immigrant farm workers is not consistent with the facilities utilization agreement in which the facility is identified as the residence of the owner. A building of 10,476 square feet seems an unlikely structure to serve as a residence for one person.

Response
The current use of the facility has no bearing of the future use as an educational facility. The related cost will be determined once the charter has been approved.

Weakness

The facility use agreement also only identifies one building, but the application described two buildings, one is a brick structure and one is a portable building. And in the same paragraph references three structure. This section of the application is incomplete or inconsistent.

Response

The facility is only one building however we have access the other building with growth of the school.

Weakness

On the bottom of page 26. Carter stated there is a kitchen area. Does that mean there are any appliances? Can accommodations be made for children who bring their lunch? Can Carver purchase a refrigerator or microwave to have for student and staff?

Response

The facility has a kitchen that is functional at this time.

Objective 17

Will the charter consider a full time counselor or come up with an alternative to stay in touch with the needs of the students? There should be some type of mandatory contact with students being familiar with the Delta region on that as needed basis may not meet the needs of the students.

Response

We have a commitment from a retired counselor to service our students.

How will the Charter meet the every day immediate health needs for the students? What about student those take a daily meds or situations where a student has headache, fever?

Response

Medication will be given by a responsible adult.

Has the charter considered books in the classroom or a classroom library? How often will students be able to go to the Lee County Library? How far away is the Lee County Library? How will library services be rendered? Can the charter establish classroom libraries with minimum number or books per classroom? Who will be responsible for the media curriculum?

Response

We have a retired librarian who has indicated that she will donate her time to this school, until such time that we have funds to pay her.

18.

Response

The Carver Project will abide by all rules and regulation regarding parental involvement and will work closely with the Parent Teacher Association (PTA) of Arkansas.

19.

Response

The Carver Project will abide by all laws regarding student grades and scale.

20.

Response

The Carver Project is now being sponsored by the Mid Delta Community Consortium which is a legal non-profit entity which meets the guidelines for this application.

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 7-12 school to be known as the Carver Project International from the beginning of the application process. The group was made up of educators, staff of Heifer International, 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 "farm school" or "green" school approach to emphasizing natural sciences, math and technology through actual hands on class activities with food production, livestock, and business management. 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

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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

December 28, 2006

Dr. Carolyn Carter
6604 N. W. 9th Blvd.
Gainesville, FL 32605

Re: Notice of State Board Meeting - New Date and Time
Dreamland Academy of Performing and Communication Arts

Dear Dr. Carter:

Your request for a charter application will be considered, as well as any local district response to your application, at the State Board of Education's meeting of January 17, 2007. The meeting will begin at 8:30 a.m., and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

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 Roy D. Brooks, Little Rock School District
Superintendent Ken Kirspel, North Little Rock School District
Superintendent James Sharpe, Pulaski County Special School District
Superintendent Tony Prothro, Benton School District
Superintendent Richard Abernathy, Bryant School District
Mona Briggs, Director - Academics Plus Charter School
Omar Ozemeral, Director - LISA Academy

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

Dr. T. Kenneth James, Commissioner

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

December 14, 2006

Dr. Carolyn Carter
6604 N. W. 9th Blvd.
Gainesville, FL 32605

Re: Notice of State Board Hearing
Dreamland Academy of Performing and Communication Arts

Dear Dr. Carter:

I am writing to inform you that your request for a charter application will be considered, as well as any local district response to your application, at the State Board of Education's meeting of January 8, 2007. 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 Roy D. 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 • 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

CARTER, REDDY & ASSOCIATES, INC.

June 22, 2006

Arkansas Department of Education
Charter School Office
4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Sir or Madam:

Please accept the enclosed letter of intent (to apply for an open enrollment public school charter) submitted by Carter, Reddy & Associates, Inc. The required information follows.

1. **Eligible Entity:** **Carter, Reddy & Associates, Inc.**

2. **Contact Person:** Dr. Carolyn J. Carter
6604 SW 9th Blvd. Suite A
Gainesville, Florida 32605-4207
866-903-7323
CJC01@aol.com

3. **Congressional District:** 2

4. **Description of Carter, Reddy:** Carter, Reddy and Associates, Inc. (C&R) is a for profit corporation that operates literacy development programs for school aged children and adults who want to earn high school diplomas. The company was founded by two educators (former superintendents, curriculum directors, reading & English professors) who have successfully implemented various school programs to promote reading, writing, and mathematical competence for traditional and alternative students, including incarcerated adolescents. Additionally, C & R provides GED preparation programs and Adult Basic Education for high school drop outs as well as reading and writing training and development for professional educators and private sector employees. C&R has developed two charter schools (Detroit, MI) and created customized, learning-based curriculums for each site that had at their core self-directed learning and a laser-like focus on learning acceleration.

5. **Proposed Name of Charter School:** **John H. Johnson Academy**

6. The proposed charter school will operate in or around Little Rock, Arkansas and will house 360 students grades K-5, offering two classes of 30 students for each level: Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, and 5th Grade.

7. **Purpose/Special Emphasis:** The purpose of the **John H. Johnson Academy** will be to provide learning support and content development for children who have historically represented low reading, writing, mathematics, and learning skills; these include urban students, special needs students, low income students, and students who have histories of maladjustment in regular school settings. The special emphasis of the John H. Johnson Academy will be to develop self-directed learning skills among all students and ensure that each child represents the skills required for grade level reading, writing, learning, and mathematics.

Sincerely,

Carolyn J. Carter, President

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JUN 30 2006
CHARTER SCHOOL OFFICE

6604 NW 9th Blvd, Suite A ◇ Gainesville ◇ Florida ◇ 32605 ◇ Business Phone (352) 333-0244 ◇ Fax Number (352) 333-0246

FedEx Express **US Airbill**

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1 From *Please print and press hard.*

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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 Dr. Carolyn Carter Phone (352) 333-0244

Company Carter, Reddy & Associates, Inc.

Recipient's Address 6604 NW 9th Blvd, Suite A Dept./Floor/Suite/Room

We cannot deliver to P.O. boxes or P.O. ZIP codes.

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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.

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- [ ] **HOLD Weekday** at FedEx Location NOT Available for FedEx First Overnight
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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
- [ ] Cargo Aircraft Only

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

7 Payment *Bill to:* Enter FedEx Acct. No. or Credit Card No. below.

- [X] Sender — Acct. No. in Section 3 will be billed.
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FedEx Acct. No. / Credit Card No. Exp. Date

Total Packages	Total Weight	Total Declared Value†
1		$ .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

8 Residential Delivery Signature Options If you require a signature, check Direct or Indirect.

- [ ] No Signature Required — Package may be left without obtaining a signature for delivery.
- [X] Direct Signature — Anyone at recipient's address may sign for delivery. *Fee applies.*
- [ ] Indirect Signature — If no one is available at recipient's address, anyone at a neighboring address may sign for delivery. *Fee applies.*

519

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November 15, 2006

Dr. Carolyn Carter
Carter, Reddy & Associates, Inc.
6604 NW 9th Blvd.
Gainesville, FL 32605

Dear Dr. Carter,

This letter is to inform you of the completion of the evaluation of the application for Dreamland Academy of Performing and Communication 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: Dreamland Academy of Performing and Communication Arts Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Dreamland Academy of Performing and Communication Arts

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

Status of 501(c) (3) Application Approved

Comments:
Wilson Community Development Corporation was granted Status of 501 (c) (3) on 3/27/02. Relationship between parties is unclear. Sponsoring entity is Carter, Reddy, and Kirkland Human Services Agency in Gainesville, FL.

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:
Applicant identifies persons representing charter school at the public meeting, and identifies the number and affiliation of the two other participants.

A copy of the Letter of Intent is included, but there is no evidence that it was sent to anyone other than the Little Rock School District Superintendent.

A list of questions raised during the meeting was provided.

Information about separate meetings with community representatives is included in this section. At least one school district other than the Little Rock School District felt the need to discuss the proposed charter school.

Weaknesses:
There is no evidence that districts other than the Little Rock School District were contacted regarding intent to apply.

No evidence of support (letters from parents, superintendents, community, etc); No evidence of a sign-in sheet or number of attendees is available. Did anyone present at public hearing or otherwise object to the creation of this Charter? More evidence of support is needed. More supporting documents to show answers to questions posted in the summary of results conducted during the public meeting is needed.

Did the Charter send registered notices to superintendents?

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

Weaknesses:
Objective lacks appropriate documentation. Charter should have included a copy of the whole newspaper announcement. The notice of public hearing is provided on company letterhead. There is no evidence to support its publication in the

newspaper, the dates of possible publication, location within the newspaper, or its meeting minimum font size requirements.

There is evidence that the letter was sent to the "President of the Board of Directors" and "Members of the Board of Directors". No evidence of letter sent to Pulaski County School District or North Little Rock School District. Does charter not anticipate receiving students from those neighboring school 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 6/10

Strength:
There is information regarding the responsibilities of board members, administrators, teaching faculty, and community members in leadership and decision making functions of the school.

Weaknesses:
The identified role of students in leadership and decision-making is a concern. While children in grades K-5 should be involved in their school and decisions concerning their education, the responsibility for gathering suggestions and recommendations from classmates, twice monthly meetings with their student council advisor, bringing forth information or advice and disputes to the council, seems unreasonable. This is particularly true when contrasted with the role of the students' parents in leadership and decision making functions.

What are the terms for the president and board members? How will Board members be selected? Objective #4 of Board is to develop a parent engagement plan. Is there one in place? When will this be completed? Has Charter established strategies to increase parental involvement? This will be a vital element in the success of the targeted children.

The role of parents in leadership and decision making is very limited.

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 will reports be presented? How often will it be given?

OBJECTIVE 4

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

Average Score 6/10

Strength:
A mission statement is provided.

Weaknesses:
The omission of basic educational tenets - high expectations and acknowledging the capacity of all children to learn - is of particular concern since the description of the Dreamland Academy articulates its expectation that a significant proportion of its students will have special needs. This expectation appears again in Objective 5, "Educational Need for Dreamland Academy of Performing & Communication Arts". How will the mission be accomplished? A mission statement must provide a more detailed explanation of the school's mission within the parameters of the objective.

OBJECTIVE 5

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

Average Score 7/10

Strengths:
The application provided excellent research. National, state, and local statistics are used to support the charter school's application.

Weaknesses:
There is little information relative to Arkansas. The information is provided in narrative form, and does not allow a useful and complete comparison to national data referenced. Graphical representation of report card results for Little Rock does not allow comparison with state, regional, or national assessment results.

OBJECTIVE 6

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

Average Score 7/10

Strengths:
A comprehensive program of study was described in the charter school's application. The pedagogy was researched based with the additional area of professional development described. The integration of reading, writing, and literacy through the curriculum is a design element.

Weaknesses:
This section is incomplete and does not tie the programs - Core Knowledge, Open Court, Plato K-6 Prescriptive Learning Solution, and Everyday Mathematics - together into a curriculum. There is a description of the identified programs, but information on the actual integration of these programs into a coherent, effective curriculum that will produce learning across the curriculum is missing.

The heavy reliance on computer programs rather than on experienced teachers in the classroom is a concern.

Reading is a critical aspect of education. Can the charter establish "classroom" libraries with a minimum of books per classroom?

Data as to number of school districts is inaccurate and dated.

The student/teacher ratios are difficult to determine.

When will remediation be instituted? Remediation does not count in core instructional time.

There is some concern regarding the integration of concepts - character, health and physical education. There are health frameworks that must be covered, as well as physical education.

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:
Meeting or exceeding state averages on assessments is a reasonable goal.

The application went beyond the three year period with the statement of assurance that all students enrolled in the charter school will participate in the required state mandated assessments, as well as, other assessment tools during the school year. These assessment tools will be used by the staff of the school to improve student academic achievement.

Weaknesses:
Applicant will seek waiver from AYP for first three years of operation.

Please identify the Complete Battery referred to in "Longitudinal Student Performance Goals".

The reliance on computer-based assessments is a concern. There are many Benchmark release items available without cost from the ADE website. These items are representative of items on the Benchmark test, and should form a large part of any assessment protocol or program.

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 having a complete understanding of concepts or objectives.

What 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?

In evaluating any school, it is imperative that there be consistent, frequent monitoring.

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:
There is an assurance that the curriculum is aligned, yet no process for continuous alignment of the curriculum to Arkansas Content Frameworks is provided. This should be an ongoing process, particularly in light of required frameworks updates across the curriculum.

Is there more than one strategy to reach the target groups? Students will not learn the same way and at the same rate, having more than one strategy will be vital for student success.

Has the Director ensured the curriculum covers all changes? Social Studies and Science are in the process of being reviewed. Charter will need to have a 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? Process itself is not described. 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 7/10

Strength:
The geographical area upon which Dreamland Academy may have an impact is described.

Weaknesses:
There are errors in this item. Pulaski is not a city in Pulaski County, Arkansas. Several incorporated areas in Pulaski County were omitted from this item.

Charter should add age group information, percentage of children under age 18, etc.

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

Strengths:
There is assurance that an annual report will be provided in accordance with the standards section identified.

The documentation in the application provided the process, which, the charter will use to keep the public, parents, and State Board of Education officials informed as to meeting academic performance objectives of the charter school.

Weaknesses:
How will the report be presented? When will it be presented?

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 timeline for student enrollment is identified.

A process for random selection of students if demand exceeds capacity is included in the application.

Weaknesses:
The issues of priority enrollment for returning students and their siblings, and the children of faculty and administrators, and denial of admission to students on probation or suspension from another school are not addressed.

Will students from Pulaski County School District and North Little Rock School District be able to attend this Charter?

A detailed plan of action needs to be included in the application explaining process if number of students enrolled is lower than recruitment expectations.

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

Strength:
General Education Classroom Teachers are expected to attend ongoing professional development.

Weaknesses:
There is no indication of the qualifications requirements for the Director or Academy Key Staff. There is no description of minimum educational attainment, previous experience in teaching or other similar settings, or a requirement for enrollment in either a content area degree program or a teacher preparation or alternative licensure program. The issue of background checks is not addressed in this objective.

The responsibilities of General Education Classroom Teachers are not clear, and the logistics of the teaching duties as described are difficult to envision.

There is no indication of minimum qualifications for Special Education Teachers, Counselor, School Social Worker, School Nurse, or Behavioral Specialist.

It is unclear how many employees in each category will be employed. Budget information is also unclear.

Will the counselor be full time? At risk children and children with behavioral problems need a full time counselor. A counselor is also needed for academic issues, testing, guidance plans as well as counseling duties for the children. Are the school social worker and behavioral specialist responsible for the other duties associated with the well being of the student? If so, this is an excellent idea as the counselor will be able to focus on other areas.

Additional information is needed regarding teaching requirements, such as number of years taught, degree, background check, minimum number of references, substitution experience, and years of experience working with children.

How often will staff meet? How many aides and teachers will Charter employ?

How will schedule be established for music and art with only one teacher for six grades? Charter should be aware of Physical Education requirements and other Arkansas Standards issues.

The application does not include a job description for business office positions.

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 description of the functions of a business office, and information related to the development of an annual budget.

Weaknesses:
It is unclear what the relationship will be between the CPA firm and the Dreamland Business Office. It is also unclear exactly what the process will be for actually procuring items for the school.

There is no indication that multiple signatures will be required for purchases or that the board will need to clear purchases over a particular dollar amount. Will there be a checks and balances system for purchases? How often will financial report be presented to the Board?

Comments from Finance Department:
The application includes an overview of business operations and the process for adopting the annual budget. It will rely on a CPA firm with experience in educational and state accounting procedures, and will contract the services of a professional payroll firm.

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 individual site visits? Who will perform these visits? Will there be any type of preliminary internal audit with a report to the Board? Delivery of a report to the Board with the annual findings is stated on page 32, but what about before that time?

Comment from Finance Department:
The application states the Academy will employ a CPA firm to conduct its annual audits.

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 5.5/10

Strength:
The statement by the charter school applicants provided show the assurance of participation in the APSCN network in reporting educational data.

Weaknesses:
There is no indication that the charter school will be a user of the APSCN system or if another Student Information System will be used and how that system might articulate with APSCN. There is also no indication that student record confidentiality will be maintained or that only persons with a right to access the data will be allowed to do so.

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.)

Strengths:
Items (1) through (4) above are addressed in the application.

The application provides full disclosure of holding company's management and their commitment to providing housing which meets or exceeds state and federal regulations.

Weaknesses:
The lessor and lessee are the same person/entity. The amount per month lease agreement is $8,475 for 60 months. The budget identifies an amount of $507,600 for school events and facilities lease. Even at $8,475 per month, a 12 month lease period would cost $101,700. That leaves over $400,000 unaccounted for in this budget line item. Clarification is needed.

Is the facility IDEA ready or is there anything that might cause the modular building to need additional work? If additional work is needed, a list of the items that will need to be addressed and timeframe of completion is missing. Is there a Plan B, if necessary changes can not be done by the time Charter opens?

A 5-year lease is a lengthy and expensive.

Is the area around the proposed site free of businesses that would cause concern for the safety of the children?

Fifteen classrooms sound adequate, however, no evidence on numbers of teachers is found. Clarification is needed regarding student/teacher ratios.

Site Review by Facilities Department

1. **Charter School**: Dreamland Academy of Performing and Communications Arts

2. **Location**: 5722 W. 12th Street Little Rock, AR 72204

3. **General Observations**: The Dreamland Academy has established and renovated a building on West 12th Street in Little Rock. It is approximately 18,000 square feet. It has 15 class rooms, 4 rest rooms, a computer lab, 3 administrative offices, storage space, and large hallways. It appears to meet all the basic tenets of an academic facility.

4. **Academic Suitability**. The entire facility appears to be adequate for the number of children that they anticipate enrolling. There is no play ground onsite. A location has been picked for one. The facility is not fenced.

5. **ADA Accessibility**. The facility is ADA accessible.

6. **Life Safety Codes**. The facility has a sprinkler system, motion detectors, fire suppression system, and security system.

7. **Conclusion and Recommendations**. It is concluded that this facility will meet the needs of an academic program and is recommended to be accepted as such.

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 7/10

Strengths:
E. Lunch and Breakfast needs were a consideration in planning the Students Daily Schedule. Charter will be in Little Rock area, therefore a vendor and staff should be available.

Weaknesses:
A. What are the qualifications of the behavioral specialist?

C. Since there will be no librarian, how will Charter administer needs for books, research knowledge and other study skills that must be taught? Who will be responsible for teaching and documenting these concepts?

E. 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? USDA's Child Nutrition Program is not mentioned in food service description. Formal Procurement procedures were not outlined in Charter. Charter's relationship with sponsor is unclear and may affect the eligibility of program.

F. The applicant does make provisions for one special education teacher. It is unclear from the application, given the student population description if additional resources will be needed. Purchased services for "related services" requires a budgeted line item. Furthermore, the arranged plans for the use of the Charter Resource Center for Special Education Supervision should be attached to the applicant file. Generally, the purchased service arrangement may not be sufficient for a school which expects "a significant number of special education" eligible students. Staff research in the referenced Consortium yielded little more than the application content of "shared services".

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:
Two barriers to parent involvement were identified - lack of transportation, telephones, and negative perceptions of school in general. Some strategies addressing these barriers are identified.

Weaknesses:
This section is incomplete. There is little information about how parents will be involved in the student part of the school. Most of the information presented is about workshops specifically with parents. What is the assurance that the parent will take part in the education of the child? Charter has identified barriers that might restrict parental involvement, but what are the solutions?

Charter mentions a parent coordinator; however, no evidence of this position is in the budget. Will parent coordinator be a volunteer? Charter could encourage the parent to be a part of a committee or become a member in PTO.

On page 38, Charter mentions that the advisory council will meet regularly. Charter needs to define "regularly" to ensure compliance with Standards. Are there going to be parent-teacher conferences? How often?

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:
What will be the grading scale for the charter? Will Charter have 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 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 6/10

Strength:
An assurance is provided that the charter will work to ensure racial balance.

Weaknesses:
No written evaluation is provided, and only vague strategies for ensuring racial balance are included in this objective.

There is no evidence of a sample copy of an equity policy for the State Board of Education consideration.

LEGAL COMMENTS

1.) p. 1, Application: The name of the sponsoring entity is "Carter, Reddy, Kirkland, Human Services Agency" (Agency), which purports to be an eligible entity as it is a Section 501 (c) (3) corporation. No § 501 (c)(3) proof of status is found for the Agency; proof of § 501 (c)(3) status is found for a "Wilson Community Development Corporation".

2.) p. 32: The application indicates modular structures will be constructed by M Space Holdings and transported to the school site (as yet to be determined) and erected. The applicant states that the facilities will be compliant with the requirements of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education (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. The site must also be selected and reviewed before State Board action to ensure both adequacy for the proposed structures as well as for compliance with health, safety, building and zoning laws.

Additionally, the applicant will need to ensure that the facility and site meet all 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:
- Ark. Code Ann. §§ 6-18-508 and 6-42-101 *et seq.* (Alternative learning environment and Gifted and Talented Program Standards):

While no waiver is requested from the provisions of these statutes or related Standards for Accreditation Rules, the applicant's Budget Worksheet contains no expenditures for either of these areas.

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 128/200

Lease agreement is included. There is an indication that the per month lease cost is $8,475, but the budget includes a line item for facilities rental and student activities that would seem to provide over $400,000 for student activities.

The number of positions (16) is not consistent with 12 teachers and 3 teacher aides that are identified in this line item in the budget.

501 (c) (3) status tax exemption status letter is included for Wilson Community Development Corporation. This letter is dated 3/27/2002. However, no mention of Dreamland or Carter, Reddy and Associates is made in the letter. The Carter, Reddy letter accompanying the application is signed by Carolyn Carter, Ed. D. "Wilson Community Development Corporation". Elsewhere, Carolyn Carter is identified as the Chief Operating Officer of the Dreamland Academy. Clarification for all entities/persons relationships is needed.

Teacher, parent, and student need some type of forms or statement regarding communication responsibility of all parties, creating direct accountability for success or failures of the student.

Based on the schedules submitted, classes/lesson plans will need to be very well documented on frameworks. When and how will students get instruction in physical education and health? Be mindful of state law requirements for these subjects.

Will teachers be specialized and students departmentalized? Will Charter need additional special education personnel?

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.

Where is the salary for behavioral specialist? Is the nurse full time? Will insurance be needed for transportation services or is it listed under other expenditures? Are background checks required for all personnel, visitors, and presenters, who will come in contact with students?

Is Charter eligible for Title V or Neglected and Delinquent funds? Charter may want to become familiar with these funds as they may give additional money and services.

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.

Carter, Reddy, & Kirkland, Inc dba
Wilson Community Development Center
6604 NW 9th Blvd.
Gainesville, Florida 32605
November 20, 2006

Charter School Office
Mary Ann Brown
4 State Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

Dear Ms. Brown:

I appreciate the opportunity to respond to the Arkansas Department of Education's evaluation of the Dreamland Academy of Performing & Communication Arts' application. Whereas a few of the responses I provided might require further specificity, I believe a number of the evaluative comments far exceed the stated objectives to which we offered a response.

Unfortunately, instead of receiving analysis and comment based on the standard we used to describe our program, in a number of instances, the academic bent or opinion of the reviewers was substituted for the actual objective specified by the call for applications. Therefore, instead of what we had hoped would be a thorough and unbiased evaluation of the school design and Dreamland concept, what we received reflects the reviewer's opinion as opposed to the expected professional analysis against a standard; incredibly, in a number of instances, the comments are entirely off point and unrelated to the objective to which we responded.

I took the liberty of pointing these areas out in my response as I encountered them to illustrate the degree to which our application was evaluated against standards that were not specified by the Arkansas Department of Education. Nonetheless, I answered the raised questions or concerns for each area described in the evaluation form and clarified all areas left open to interpretation based on the comments of the reviewers.

In addressing the responses, I provided correlative comments related to the areas labeled "Weaknesses " for each objective. Following this, I responded to the legal comments and general comments in the order in which these are referenced on the evaluative document. I used numbers for easy reference as well.

I hope that this response and commentary will provide answers to questions left unclear and, thereby, clarify our school design and intent for the Dreamland Academy of Performing & Communication Arts proposed for Little Rock.

On behalf of Wilson Community Development Corp, I am submitting the enclosed written response to the Arkansas Department of Education's written evaluation of the Dreamland Academy of Performing & Communication Arts' application. Thank you.

Sincerely,

Carolyn J. Carter

Dr. Carolyn J. Carter

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

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.*

Response To Weaknesses Identified in Application Evaluation: The Dreamland developers sent the required letters of intent, one copy of the submitted application, and an introduction letter to the affected school districts by certified mail; each superintendent and each member of the Board of Education received a letter.

Each letter sent to the superintendents and members of the Board of Education had a return-receipt, a copy of which is included in this response. These affected districts include Little Rock Public Schools, North Little Rock, Pulaski, Benton Public Schools, Bryant Public Schools, Academic Plus Charter School, Lisa Academy (Charter School), and Pulaski County School District.

Because the guidelines specified a 50 page limit and because the descriptive language was unclear insofar as whether these items would count as part of the 50 pages we were limited to, these were referenced in the application but the proof of their delivery was omitted to ensure the space required to describe the Dreamland design in accordance with the response requirements.

Additionally, during the required public hearing, we employed the aid of a transcription clerk and are providing copies of the transcript of the hearing as evidence. See **Objective One Criteria**: Return receipts of letters of intent and copy of the Dreamland application; copies of the transcripts of the public hearing.

Objective 2: *Does the application provide documentation that each of the following requirements of Act 1311 of 2001 was met?*

Response To Weaknesses Identified in Application Evaluation: Weaknesses indicated included a lack of appropriate documentation; for example, we included copies of the public hearing announcement but did not include the actual copies from the newspaper. Nonetheless, we met the standards for all three notices and are including in this response are copies of all three required notices sent to us by the Arkansas Democrat Gazette. See **Objective 2 Criteria**: copies of the Democrat Gazette with notices embedded in newspaper.

Objective 3 *Does the application describe 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.*

Response To Weaknesses Identified in Application Evaluation: (1) "Concern" was expressed because the Dreamland application includes a role for a student council. While the Dreamland Academy planners appreciate the opinion and comments of the Department of Education reviewers regarding this item, this is not a requirement, nor should it be viewed as a weakness. Models of elementary students serving as member of a student council in are in abundance. Accordingly, we view the comment as more a particular opinion of the reviewers as opposed to a standard we should address.

Our conception of student involvement in the form of a student council increases their development as future citizens who will live in a democracy where participating in decision-making through their voices and advocacy is considered the duty and obligation of citizens.

Mentioned as a weakness, also, was the missing information identifying the term Board members would serve and how the Board will be identified as well as what the Board would do to promote parental engagement. The term for the President and board members will be two years. Board members will be appointed by the Corporate Board; when a vacancy occurs, the current Board will appoint a member to replace the vacant seat. The Board will develop a parent engagement plan as part of its annual review process which will take place each year, typically in July.

Strategies to increase parental involvement will be identified by the Board in concert with the anticipated and known needs of the parents of students enrolled in the Academy. We are reluctant to identify specific engagement strategies we might employ to engage the parents of our students because we have no information on the parents or their needs and do not anticipate such information until the students have enrolled in Dreamland. We believe engagement strategies should be correlated to the specific audience of parents whose children enroll in the Academy. Doing so before the students are enrolled could result in engagement strategies that do not match the audience or represent its needs.

Our application identified the preliminary role parents will play in leadership and decision making; rather than offering a cookie-cutter response, our preference is to provide responses that correlate to the specific parents of enrolled students. Additional roles that parents may serve in leadership and decision-making will be determined by parental input supplied to the Board of Education after students are enrolled and their needs have been identified.

The responsibility of teachers as far as communication to parents is concerned is to provide daily communication to parents regarding student performance and behavior (if needed), weekly information of a student's achievement and learning competence (if needed), and regularly scheduled parent-teacher conferences (twice annually) at a minimum.

Yes, physical parent and teacher conferences are required in accordance with Arkansas policy and protocols and Dreamland will require 2 meetings per academic year. Reports regarding student performance and learning achievement will be presented electronically (annual report) and through reports, letters, and progress reports.

Objective 4: *Does the application give the mission statement for the proposed open enrollment charter school?*

Response To Weaknesses Identified in Application Evaluation: The Department of Education reviewers suggested that our mission statement lacks specifics related to high expectations and notations that all children can learn. We understand and ascribe to the concept of high expectations and believe all children can learn as our targeted population (special needs, at-risk, poor readers) suggest.

While we appreciate the comments of the Department of Education reviewers, we differ in our understanding of the term, mission statement. Our definition of a mission statement follows.

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

A mission statement is a brief description of a school's fundamental purpose. A mission statement answers the question, "Why do we exist? The mission statement articulates the school's purpose both for those within and for the public at large. Our submitted mission statement meets that definition: *The mission of the Dreamland Academy of Performing and Communication Arts is to ensure student development into capable, academically competent readers, speakers, writers, critical thinkers, lifelong learners, as well as creators and appreciators of art.* The additional areas mentioned by the Department of Education reviewers are addressed in other areas of the application and are inappropriate for describing in a mission statement from our perspective.

Objective 5: *Does the application provide a description of the educational need for the school?*

Response To Weaknesses Identified in Application Evaluation: The Department of Education reviewers described the following as our strengths: "*The application provided excellent research. National, state, and local statistics are used to support the charter school application".* Under weaknesses, the reviewers added "*There is little information relative to Arkansas. The information is provided in narrative form and does not allow a useful and complete comparison to national data referenced. Graphical representation of the report card results for Little Rock does not allow comparison with state, regional, or national assessment results.*

We have a difficult time responding to this because of the inconsistency between the stated strengths and weaknesses. We believe we provided a framework for our description of educational need by reviewing national achievement data as well as national expectations that exist due to No Child Left Behind legislation which sets the bar for every public school student at grade level reading and mathematical competence. In this context, the relevant information is provided: the reading competence of the students and whether students score at their appropriate grade levels.

We reviewed the Arkansas achievement data and the Little Rock achievement data in this national context. We framed it all in the context of No Child Left Behind which requires grade level reading and mathematics competence for all students in grades 3-12. We believe we made a strong case for educational need and a strong case indicating that children in Little Rock— in particular, the African American, Latino American, and Disabled American students are in need of academic interventions that result in their literacy and mathematical skills improving to grade level status. Just as importantly, from all indications, the students in Little Rock could benefit from an alternative approach to education such as the Dreamland Academy concept.

Moreover, a review of the above objective requires for the applicant to provide a description of the educational needs; nothing is required that is addressed in the weaknesses related to this objective. **This is an example of the evaluators going off-point.**

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

Objective 6: *Does the application describe the educational program to be offered by the charter school?*

Response To Weaknesses Identified in Application Evaluation: The Department of Education reviewers described the strengths related to this objective as follows: *A comprehensive program of study was described in the charter school's application. The pedagogy was researched based with the additional area of professional development described. The integration of reading, writing, and literacy through the curriculum is a design element.*

The reviewers described the weaknesses as follows: *This section is incomplete and does not tie the programs—Core Knowledge, Open Court, Plato K-6 Prescriptive Learning Solution, and Everyday Mathematics—together into a curriculum. There is a description of the identified programs but information on the actual integration of these programs into a coherent, effective curriculum that will produce learning across the curriculum is missing.*

We see curriculum materials as learning tools that teachers use to teach and reinforce the specified Arkansas academic standards; we do not believe the curriculum tools in and of themselves produce learning across the curriculum—rather we believe highly trained teachers, knowledgeable about reading and language development contribute to learning across the curriculum, so this response is perplexing.

However, the curriculum elements we referenced in the application are interrelated curriculum components that are tied together as follows: Core Knowledge (integrated curriculum that includes English language arts, Mathematics, Social Studies, Science, and art). These units will be taught and reinforced during content area time reserved in the students' schedule.

Open Court is the reading series the students will use during the English language arts literacy block. The Plato Educational Solutions will be used to develop reading and mathematics standards among all students whose records indicate they need strengthening in reading. Using Plato as our alternative education response ensures we have a high quality curriculum that is aligned to the Arkansas academic standards that we can use to individualize reading and mathematics programs for students who are behind and in need of a critical and specific intervention in these areas. Everyday Mathematics will be taught during the time of the school day reserved for strengthening students' competence in mathematics. Additionally, the Department of Education reviewers commented on the following items within this objective; these are set in column form and a response to each is provided.

Reviewers' Comments	Dreamland Response
(1) Heavy reliance on computer programs	Students will use the Plato system IF they are significantly behind their counterparts in reading and mathematics; this will be used as a supplemental to the regular educational program which will be taught by teachers. Computers will be used within each classroom as ordinary learning tools. There will be no heavy reliance on electronic instruction.

Reviewers' Comments	Dreamland Response
(2) Reading is critical: Can Dreamland establish classroom libraries with a minimum number of books per classroom?	We believe so. Dreamland will establish classroom libraries that exceed the Reading First standard for classroom libraries; initially, each classroom will begin with 300 books; staff will use book clubs, request donations, and add to libraries each year.
(3) Data as to number of school districts is inaccurate	No Comment; this area deals with the educational program, not the number of school districts: **off point.**
(4) Student-teacher ratios are difficult to determine	teacher-student ratio: 25-1; adult-student ratio even lower 15-1
(5) When will remediation be instituted?	We reject the idea of remediation and focus all energies on acceleration of students to grade level competence in reading, writing, and mathematics; students found to be significantly behind in these areas are given the Plato Educational Solutions program in either before or after school settings.
(6) There is some concern regarding the integration of concepts—character, health, and physical education. Health frameworks must be covered as well as physical education.	Students will participate in 60 hours weekly in Physical Education activities and receive 90 minutes per week in aerobic exercise activities. They will take dance also. Health concepts and character education programs will be taught in social studies and science classes.

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.*

Response To Weaknesses Identified in Application Evaluation: Under weaknesses, the Department of Education reviewers identified a variety of concerns: (1) We will establish a baseline of student performance during year one; our goal is to make Adequate Yearly Progress during years 2 or 3. However, we requested waivers for this area because the school population is unknown (open enrollment) and because our particular focus on a target audience is on enrolling students who have demonstrated failure and who lack reading skills. Accordingly, student population could widely vary from a concentration of special needs students to students who just need to re-engage in learning in a meaningful way; the waiver is requested to ensure we protect the students vulnerable as a result of their high needs and to provide an opportunity for the interventions to kick in. (2) The Complete Battery referred to in Longitudinal Student Performance Goals is the very same battery required of all students in Arkansas public schools.

(3) We will not rely on computer-based assessments in absent of other assessments. We believe that multiple measurements are needed to reveal the true nature of student learning and will utilize multiple measurements, including computer-based assessments, Benchmark assessments, and standardized and criterion-referenced standards as well.

(4) Immediate resources of assessment will exceed teacher made assessments and include the multiple measurements referenced above.

(5) Teachers are the first line of information regarding student performance. They will monitor student performance daily, weekly, and within the confines of units of study they explore in concert with the desired standards of continuous monitoring. We referenced the 90, 90, 90 schools in our description of the research. Like the 90, 90, 90 schools, assessment is daily and ongoing.

Objective 8: *Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?*

Response: To Weaknesses Identified in Application Evaluation The process Dreamland will use is to ensure curriculum alignment is to convene teachers at the inception of the school semester in grade level groupings and engage them in curriculum mapping and alignment. Using the process and tools described by Heidi Hayes Jacobs (Tech-Paths), teachers will input their curriculum standards on this calendar based system in grade level groups each year and thereby identify what is taught and when it is taught. At year's

Re: Response To Arkansas Department of Education Charter School Application Evaluation

end, teachers will review assessment results against the calendar based system they created and make adjustments based on actual test results data.

Objective 9: *Does the application describe the geographical area to be served by the charter and list all school districts within the geographical areas that may be affected by the open enrollment charter school?*

Response To Weaknesses Identified in Application Evaluation: Our understanding of this objective was that we were required to describe the geographical area to be served by Dreamland. The information we added supplies descriptions of the geographical area affected by the charter school. We did not add specific information such as the " age group information, percentage of children under age 18 because the application did not require this 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?*

Response To Weaknesses Identified in Application Evaluation: Again, we are perplexed by the inconsistent remarks of the Department of Education reviewers. Under strengths, the reviewers write "*There is assurance that an annual report will be provided in accordance with the standards section identified. The documentation in the application provided the process, which, the charter will use to keep the public, parents, and State Board of Education officials informed as to meeting academic performance objectives of the charter school?*

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

Under weaknesses, the reviewers ask " *How will the report be presented? When will it be presented? 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.*

The Department of Education reviewers perplex us in this area of their critique and evaluation as well. We believe they understand that annual means every year; accordingly, an annual report will be provided each year. We will provide an electronic presentation to parents each year in November at the regularly scheduled Board of Education meeting. Parents, community members, interested others will receive a copy of the electronic presentation. Because an annual report is cumulative, the additional information listed under weaknesses does not belong in an annual report.

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.*

Response To Weaknesses Identified in Application Evaluation: (1) All efforts will be expended to ensure a fair and equitable process; enrollment forms will be available at the site and on the website that can be downloaded by parents, completed and submitted to the Director of the school. These will be placed into grade level groups. When a vacancy is available, all students in the grade level will have equal opportunity to be selected from the drawing. (2) Preferential enrollment will be offered to staff and faculty as well as to siblings of students already enrolled in the academy. (3) Students who are returning will be guaranteed a spot in the school. (4) Students on probation or suspension will not be a accepted for enrollment until their probation or suspension is completed. (5) Students who have been expelled will not be accepted for enrollment. (6) Students from Pulaski County School District and North Little Rock School District will be able to attend Dreamland as well as students from Little Rock, Academic Plus, Lisa Academy, Bryant Public Schools, and Benton 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.*

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

Response To Weaknesses Identified in Application Evaluation: (1) The Director and teachers will meet the established standards for administration and teaching specified by Arkansas legislation and policy. These include the requirements for criminal background clearances for all staff that work with students. (2) Minimal educational attainment is for administrators, a master's degree, for teachers, a bachelor's degree. (3) The primary responsibility of general education teachers is to teach required academic standards to students and help students master these; special education teachers, counselors, and school social workers will meet established standards and certifications outlined by the Arkansas Department of Education. (4) 12 teachers will be employed and will be aided by 3 teaching assistants. (5) The school counselor will be full time. (6) The school social worker and the behavior specialist will be responsible for student support services while the counselor will handle counseling duties.

We did not provide additional information about teachers referenced in the last paragraph of the evaluation responses for this objective. The criteria do not call for that information. (8) Staff will meet at a minimum of once per week; once grade level groups are determined, the staff will meet more frequently as the needs of the students dictate or as the programmatic needs of the school dictate. (9) Music and art will be taught or coordinated by the specialist teachers (one for art, another for music). (10) Physical education requirements will be met through contextualized physical activity (dance curriculum) and through aerobic exercise activity (physical education) that meet or exceed the requirements of the Arkansas Department of Education. (11) The business office manager will have a minimum of a bachelor's degree in business. The business office secretary will provide evidence of experience with accounts payable and receivable as well as bookkeeping.

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.*

Response To Weaknesses Identified in Application Evaluation: The Department of Education reviewers described an "*unclear relationship between the CPA firm and the Dreamland Business Office. There is not indication that multiple signatures will be required for purchases or that the Board will need to clear purchases over a particular dollar amount. Will there be a checks and balances system for purchases> How often will financial reports be presented to the Board?*

Conversely, the Comments from the Finance Department are: *The application includes an overview of business operations and the process for adopting an annual budget. It will rely on a CPA firm with experience in educational and state accounting procedures and will contract the services of a professional payroll firm.*

Our firm's finances are handled by a CPA who performs all finance related operations and serves as the Financial Manager for the school. (1) All purchases are undertaken through a purchase order system. The school director is empowered to make purchases up to 5000.00 without Board approval. All required purchases over 5000.00 require bids from vendors; the school will require 3 bids and staff will select from these. (2) Multiple signatures are required for all check requests: the director must sign as well as the Secretary of the Board of Directors. (3) Financial reports are offered each month during the regularly scheduled Board of Directors meetings.

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

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?*

Response To Weaknesses Identified in Application Evaluation: Whereas the Department of Education reviewers listed as weaknesses the following: "*Will there be individual site visits? Who will perform these visits? Will there be any type of preliminary internal audit with a report to the Board? Delivery of a report to the Board with the annual findings is stated in page 32 but what about before that time?*, the comments from the Finance Department state: *The application states the Academy will employ a CPA firm to conduct its annual audits.*

Presumably, the Finance Department understands what it means when a CPA firm handles annual audits: the firm ensures that the generally accepted accounting principles are in place and operant or it points the same out in written documents presented in public meeting and directed to the Board of Directors. We are confused about the comment suggesting that "*Delivery of a report to the Board with the annual findings is stated in page 32 but what about before that time?*" We view an annual report as just that, an annual report, so addressing this concern is difficult for us without understanding what the reviewers were referring to.

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 the State Board of Education rule?*

Response To Weaknesses Identified in Application Evaluation: The Department of Education reviewers are inconsistent with their remarks related to this objective. On one hand they list as a strength that we provided a statement that assures our participation in the APSCN network in reporting educational data. On the other, under weaknesses, the reviewers state: *There is no indication that the charter school will be a user of the APSCN system or if another student information system will be used and how that system might articulate with APSCN.*

(1) We will use the Powerschool system which interfaces with APSCN; we have been assured that the two systems are compatible and that a crosswalk exists that allows required information to flow from Powerschool to APSCN without a problem. (2) Student record confidentiality will be maintained as only school staff with a right to access the information will receive the access to confidential information.

Objective 16: Under strengths, the reviewers held that *Items 1-4 related to this objective are addressed in the application. The application provides a full disclosure of holding company's management and their commitment to providing housing which meets or exceeds state and federal regulations.* Identified weaknesses were related to the rental agreement and the discrepancy between the anticipated rent for modular facilities and the budgeted amount

The intent of the Dreamland designers was to lease classroom space in a facility suitable for educating 300 elementary students; additionally, our plans called for us to erect new construction (a modular building) on the premises to ensure that the specialty classrooms referenced in the application would have a location. These include the children's art museum or gallery, instrumental and vocal music room, the student publishing company, and the Dreamland repertory theater.

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

We anticipate paying fair market rent for the square footage of the facility and will ensure that the building meets all federal, state, and local codes and requirements. The additional revenue budgeted for facility was included to cover the cost of initial renovations, building maintenance and building security as well as facility emergencies that are likely to arise.

The developers have in place a contingency agreement with local owners of a former school facility that is suitable for the Dreamland Academy. This option will serve as our Plan B.

Objective 18: *Does the application describe the manner in which the school will make provisions for the following student services? A. Guidance, B. Health Services, C. Media Center, D. Transportation, E. Food Service, F. Special Education ,G. Alternative Education, and H. Gifted and Talented.*

Response To Weaknesses Identified in Application Evaluation: The first "weakness" identified asked the question" What are the qualifications of the behavioral specialist?" We do not believe this statement identifies a weakness, rather it is a question the reviewer raises. For the record, though, the behavioral specialist will meet the qualifications identified for teacher consultant status;: teacher certification, a master's degree, and some experience working with special needs students.

Media Services: The intent for Dreamland is to establish classroom libraries that exceeds the standards identified in Reading First for classroom libraries, the national reading initiative that springs from No Child Left Behind legislation. Each classroom will be stocked with an initial library of 300 books. This standard will amount to more than 10 books per student. Dreamland will continuously increase the numbers of books by 100 per classroom each year of the charter school's existence.

Dreamland will create a learning resource center that will serve as the publishing company within the school site. This LRC will have reference materials, technology, equipment, and materials useful for developing text. **Study Skills:** Study skills and research skills will be taught by classroom teachers who are the ones responsible for documenting that these concepts have been taught.

Lunch Concerns: Students may elect to bring lunches if they desire. Typically, refrigerators and microwaves are not accessible to elementary students.

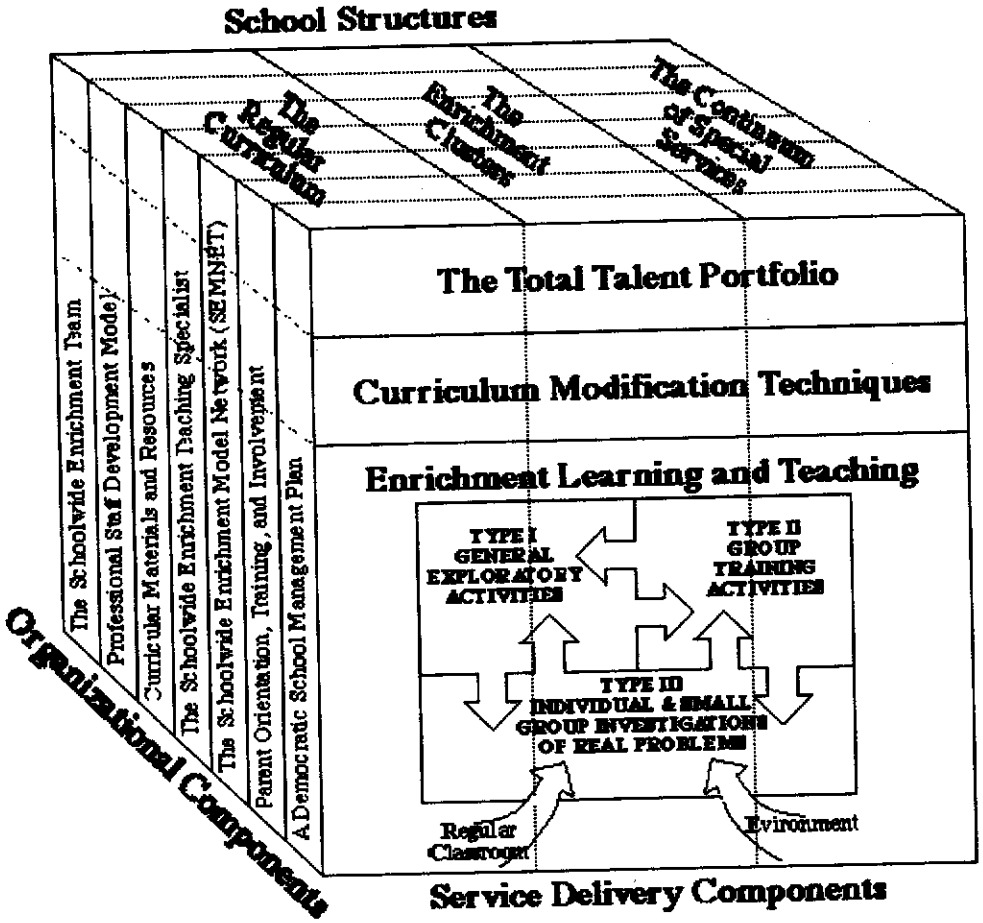
USDA was not mentioned in food service description because we were advised that without a formal commercial kitchen, we would not be eligible for these funds. Formal procurement procedures are identified in the application and comprise of purchase orders, two signatures on all checks issued, a bid process, and a process for submitting items to the Board of Directors for approval.

Special Education Concerns: Although we expressed a desire to attract special needs students in our description as well as students who represent poor reading or poor learning competence, the open enrollment concept restricts us from specifically identifying the students who will enroll. Any student interested in enrolling in Dreamland may be accepted for admission, so ensuring that our special education population is sizeable is impossible without engaging in discriminatory behaviors or practices.

We placed a special education teacher in the budget to ensure that reviewers understood that the Dreamland developers understand their obligation to educate disabled students in accordance with current IDEA legislation which prescribes the specific approach educators must follow if a student is identified as

special education or if his or her school records indicate that the student has received special education services in the past. Additionally, we will join the Arkansas Charter Resource Center for Special Education consortium and use the resources of the same to meet our obligation to special education identified students.

Gifted and Talented: We believe all children are gifted and talented and all benefit from Gifted and Talented programming tailored to their array of talents and gifts. Our plan (outlined in the application) calls for us to utilize Renzuli's School Wide Enrichment Model, an approach to developing gifted and talented students that should be viewed "as an umbrella under which many different types of enrichment and acceleration services are made available to targeted groups of students, as well as [to] various subgroups of students within a given school or grade level." The model provides guidance for the development of challenging and appropriate educational opportunities for all students. Below is a diagram that describes how the components work together.



Refer to application for description of Renzulli's model.

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

Objective 18: *Does the application describe how the parents and guardians of the enrolled students will be involved with the school and its educational programs?*

Response To Weaknesses Identified in Application Evaluation: Weaknesses identified were the lack of specifics insofar as the parent engagement plan and strategies are concerned. We believe specific strategies can only be developed when the parents and students are identified. The parent coordinator is budgeted as a teaching assistant. PTO meetings are monthly.

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.*

Response To Weaknesses Identified in Application Evaluation: The Dreamland Academy received an 8 of 10 points from the reviewers; ironically, they listed a number of weaknesses related to (1) the proposed grading scale **(off point),** (2) contracts for teachers (off point), (3) written agreement regarding number of hours and other expectations **(off point),** (4) a comment related to lesson plans **(off point),** (5) a comment regarding workforce education requirements for 7th and 8th grades, **(off point)** (6) a comment that we may be able to bring in well qualified personnel—cosmetologist, welders, cashiers, doctors, **(off point)** and (7) a comment regarding background checks **(off point).**

(1) We will employ the same grading scale used in Arkansas (100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-below = F.) (2) Teachers employed at Dreamland will receive contracts. (3) This information will be included in the contracts teaching staff receives. (4) Teachers will create lesson plans that reflect identified standards and protocols in Arkansas. (5) Dreamland will house students in grades K-5 for the first year and will add additional grades each year until grade 8. All requirements for workforce instruction or curriculum will be met. (6) I am perplexed about this comment and cannot add anything additional. (7) All persons gaining access to students will pass a criminal background check in accordance with Arkansas requirements and laws.

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?*

Response To Weaknesses Identified in Application Evaluation: Weakness identified is the lack of inclusion of an equity policy. This omission has been corrected. The equity policy of Dreamland Academy is attached. **See Objective 20 Documentation.**

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

Responses To Legal Comments:

1. Please note enclosure labeled minutes of meeting, Wilson Community Development Corp; these provide evidence of Dr. Carolyn Carter and Mr. Raahul Reddy as members of the Wilson Community Development Board of Directors charged with spear-heading the Dreamland Academy project. **See Document Labeled Response To Legal Comments.**

2. We will take required steps to request Division of Public School Academic Facilities and Transportation to inspect facilities and site selection to ensure that site meets all area regulations concerning. Establishments engaged in alcohol sales or adult entertainment.

3. Waivers Not requested: (1) Alternative education program will be electronic Plato Educational Solutions which provide diagnostic-prescriptive reading, English, and mathematics programs for students in need of additional strengthening and (2) Gifted and talented will be whole school model developed by a prominent leader in giftedness, Dr. Joe Renzulli.

Carter, Reddy, & Kirkland dba
Wilson Community Development Corp.

Re: Response To Arkansas Department of Education Charter School Application Evaluation

Responses To Additional Concerns & Comments:

1. Lease agreement for modular building that will expand classroom options for school.

2. 16 teaching staff: one special education teacher, 12 teachers, 3 teaching assistants.

3. Dr. Carter and Mr. Reddy are Board Members of Wilson Community Development Corp. and are authorized by the full Board of Directors to head up the Dreamland Academy project. Carolyn Carter is the CEO of Carter, Reddy, & Kirkland & Associates.

4. A Parent-teacher-student compact will be signed on enrollment by the parent, teacher and the student. This compact will specify the responsibilities of each insofar as the academic year and performance in school is concerned.

5. We understand our duty to document the academic standards within the lesson plan designs of Dreamland. Arkansas requirements for physical education and physical activity (150 minutes per week) will be met via the Dreamland curriculum; for example, Physical Activity requirements will be met with dance curriculum; students will meet the physical education requirements through participation in an aerobic exercise program.

6. Dreamland teachers will meet the very same qualifications required for teacher certification in K-5 educational settings in Arkansas. Special education personnel will meet standards required for certification in special education areas: emotional impairment, learning disabilities, etc. Whether charter will need additional special education teachers will be determined after students have enrolled and their status is identified.

6. Dreamland developers provide Supplemental Educational Services to eligible students in four states (California, Alabama, Florida, and Michigan). We will avail ourselves of all opportunities to increase services for our students, including Supplemental Educational Services in Arkansas.

7. Behavioral specialist will be teacher certified and will receive salary commensurate with education and experience. School nurse will be full time employee. Transportation services will be contracted. Background checks will be required of all persons who have access to students.

8. If charter school is eligible for Title V or Neglected and Delinquent Funds, we will submit application for these.

Objective One Criteria and Proof: Copies of US Postal Service return receipts (certified mail)

Lisa Academy Return Receipts

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:

Director + Board of Directors
Lisa Academy
21 Corporate Hills Dr.
Little Rock AR 72205

COMPLETE THIS SECTION ON DELIVERY

A. Signature X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 9/12/06

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) 7005-1160-0002-7003-3526

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. Omar Ozmerol +
Board of Directors
21 Corporate Hill Dr.
Little Rock, AR 72205

COMPLETE THIS SECTION ON DELIVERY

A. Signature X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery 10.5.06

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

U.S. Postal Service™
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For delivery information visit our website at www.usps.com

LITTLE ROCK AR 72205

OFFICIAL USE

Postage	$ $2.07
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $6.32

0502 09 SEP - 9 2006 Postmark Here USPS 09/09/2006

Sent To Director + board of Directors
Street, Apt. No.; or PO Box No. 21 Corporate Hill Dr
City, State, ZIP+4 Little Rock AR 72205

PS Form 3800, June 2002 See Reverse for Instructions

7006 0100 0004 5266 9225

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	$ $0.50
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $12.75

0516 NW POSTAL STORE GAINESVILLE FL 32605 Postmark Here 2006 10/05/2006

Sent To Mr. Omar Ozmerol & Al
Street, Apt. No.; or PO Box No. 21 Corporate Hill Dr
City, State, ZIP+4 Little Rock, Ar 72205

PS Form 3800, June 2002 See Reverse for Instructions

Pulaski School District: Return Receipts

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:

Teresa Burl
2700 Poplar St
N. 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 9-12-06

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:

Trent Cox
2700 Poplar St
N. 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 9-12-06

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:

John Riley
2700 Poplar
N. 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 9-12-06

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 - 7005 1160 0002 7003 3472

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:

Scott Teague
2700 Poplar
N. Little Rock
AR 72114

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Sherri Pettit ☐ Agent ☐ Addressee

B. Received by (Printed Name) Shelli Pettit
C. Date of Delivery 9-12-06

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) 7005-1160-0002-7003-3489

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:

Kenneth Kirspel
2700 Poplar St
N. Little Rock AR
72114

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Sherri Pettit ☒ Agent ☐ Addressee

B. Received by (Printed Name) Shelli Pettit
C. Date of Delivery 9-12-06

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:

Marty Moore
2700 Poplar
N. Little Rock AR
72114

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [illegible] ☒ Agent ☐ Addressee

B. Received by (Printed Name)
C. Date of Delivery 9-15-06

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 [illegible] 0002 7003 3502 503

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:

Dorothy Williams
2700 Poplar St
N. Little Rock AR

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Sherri Pettit
☒ Agent ☐ Addressee

B. Received by (Printed Name) Sherri Pettit
C. Date of Delivery 9-12-06

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:

Mr. Kenneth Kirspel, + Board of Directors
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 10-4-06

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) 7006 0100 0004 5266 4500

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7005 1160 0002 7003 3519

U.S. Postal Service™
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For delivery information visit our website at www.usps.com®

BENTON AR 2013 OFFICIAL USE

Postage	$ $0.63	0502
Certified Fee	$2.40	09
Return Receipt Fee (Endorsement Required)	$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $4.88	09/09/2006

Sent To Kenneth Kirspel
Street, Apt. No.; or PO Box No. 2700 Poplar St
City, State, ZIP+4 N. Little Rock AR 72114

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7004 9237

U.S. Postal Service™
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NORTH LITTLE ROCK AR 72114 OFFICIAL USE

Postage	$ $0.63	0502
Certified Fee	$2.40	09
Return Receipt Fee (Endorsement Required)	$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $4.88	09/09/2006

Sent To Kenneth Kirspel
Street, Apt. No.; or PO Box No. 2700 Poplar
City, State, ZIP+4 N. Little Rock AR 72114

PS Form 3800, June 2002 See Reverse for Instructions

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7005 1160 0002 7003 3465

Postage	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502
Postmark Here
09/09/2006

Sent To Dorothy Williams
Street, Apt. No.; or PO Box No. 2700 Poplar St
City, State, ZIP+4 N. Little Rock AR 72114

PS Form 3800, June 2002 See Reverse for Instructions

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7005 1160 0002 7003 3496

Postage	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502
Postmark Here
09/09/2006

Sent To Trent Cox
Street, Apt. No.; or PO Box No. 2700 Poplar St
City, State, ZIP+4 N. Little Rock AR 72114

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
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7005 1160 0002 7003 3502

Postage	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502
Postmark Here
09/09/2006

Sent To MARTY Moore
Street, Apt. No.; or PO Box No. 2700 Poplar
City, State, ZIP+4 N. Little Rock, AR 72114

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
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7006 0700 0004 5266 4500

Postage	$
Certified Fee	$2.50
Return Receipt Fee (Endorsement Required)	$2.40
Restricted Delivery Fee (Endorsement Required)	$1.85
Total Postage & Fees	$ $0.00

0516
Postmark Here
10/02/2006

Sent To Kenneth Kirspel
Street, Apt. No.; or PO Box No. 2700 Poplar St
City, State, ZIP+4 North Little Rock AR

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
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7005 1160 0002 7003 3489

Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 4.88

Postmark Here

Sent To Scott Teague
Street, Apt. No.; or PO Box No. 2700 Poplar
City, State, ZIP+4 N. Little Rock AR 72114

PS Form 3800, June 2002 See Reverse for Instructions

U.S. Postal Service™
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7005 1160 0002 7003 3441

Postage	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502
Postmark Here
09/09/2006

Sent To Teresa Bank
Street, Apt. No.; or PO Box No. 2700 Poplar St
City, State, ZIP+4 N. Little Rock AR 72114

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7003 3472

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For delivery information visit our website at www.usps.com®

OFFICIAL USE

Postage	$ [illegible]
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.00

09/09/2006

09 Postmark Here

Sent To: John Riley

Street, Apt. No., or PO Box No.: 2700 Poplar St

City, State, ZIP+4: N. Little Rock AR 72114

PS Form 3800, June 2002 — See Reverse for Instructions

Benton School District: Return Receipts

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	$ $8.50
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $12.75

Postmark Here: 10/02/2006

7006 0100 0004 5266 4531

Sent To: Dr. Tony Prothro et al
Street, Apt. No.; or PO Box No.: 500 River Street
City, State, ZIP+4: Benton, AR 72015

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 09/09/2006

7006 0100 0000 5592 8504

Sent To: Bobby Mc Allister
Street, Apt. No.; or PO Box No.: 500 River St.
City, State, ZIP+4: Benton, AR 72015

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 09/09/2006

7006 0100 0000 5592 8511

Sent To: Dr. Tony Prothro
Street, Apt. No.; or PO Box No.: 500 River St.
City, State, ZIP+4: Benton, AR 72015

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 09/09/2006

7006 0100 0004 5259 8164

Sent To: Sam Stuart
Street, Apt. No.; or PO Box No.: 500 River St.
City, State, ZIP+4: Benton AR 72015

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 09/09/2006

7006 0100 0004 5259 8188

Sent To: Judd Hart
Street, Apt. No.; or PO Box No.: 500 River St.
City, State, ZIP+4: Benton AR 72015

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 09/09/2006

7005 1160 0002 2000 7098

Sent To: Bruce Thomas
Street, Apt. No.; or PO Box No.: 500 River St
City, State, ZIP+4: Benton AR 72015

See Reverse for Instructions

7006 0100 0000 5592 8481

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BENTON AR 72015

Postage	$ ~~$0.63~~	0502
Certified Fee	~~$2.40~~	09 Postmark Here
Return Receipt Fee (Endorsement Required)	~~$1.85~~	
Restricted Delivery Fee (Endorsement Required)	~~$0.00~~	
Total Postage & Fees	$ ~~$4.88~~	09/09/2006

Sent To Andy Bloxom

Street, Apt. No.; or PO Box No. 500 River St.

City, State, ZIP+4 Benton, AR 72015

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:

Judd Hart
500 River St
Benton AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name): Kim Ford C. Date of Delivery: 9-12-06

D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

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 0100 0004 5259 8188 3188

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:

Andy Bloxom
500 River St
Benton, AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name): Kim Ford C. Date of Delivery: 9-13-06

D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

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 0100 0000 5592 8481 -8481

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:

Steve Deere
500 River St
Benton, AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name): Kim Ford C. Date of Delivery: 9-12-06

D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

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 1160 0002 7003 3519 171

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:

Dr. Tony Prothro
500 River St
Benton, AR
72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name) Kim Ford
C. Date of Delivery 9-12-06

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 0100 0000 5592 8511 2-8511

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:

Bobby McAllister
500 River St
Benton AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name) Kim Ford
C. Date of Delivery 9-12-06

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) 7006-0100-0000-5592-8504

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:

Sam Stuart
500 River St
Benton, AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name) Kim Ford
C. Date of Delivery 9-12-06

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) 7006-0100-0004-5259-8864

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:

Amy Daniels
500 River St
Benton AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name): Kim Ford
C. Date of Delivery: 9-12-01

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 0100 0000 5592 8474 8474

PS Form 3811, February 2004 Domestic Return 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:

Bruce Thomas
500 River St
Benton, AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Kim Ford ☐ Agent ☐ Addressee

B. Received by (Printed Name): Kim Ford
C. Date of Delivery: 9-12-06

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.

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:

Dr. Tony Prothro
Members of the Board
of Education
500 River St
Benton, AR 72015

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Michelle Marshall ☐ Agent ☒ Addressee

B. Received by (Printed Name): Michelle Marshall
C. Date of Delivery: 10/4

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 0100 0004 5266 4531

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7006 0100 0000 5592 8474

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	$ $0.63	0502
Certified Fee	$2.90	09
Return Receipt Fee (Endorsement Required)	$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $4.88	09/09/2006

Sent To Amy Dunnel
Street, Apt. No.; or PO Box No. 500 River St
City, State, ZIP+4 Benton, AR 72015

PS Form 3800, June 2002 See Reverse for Instructions

Academic Plus Return Receipts

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:

Director Board of Directors
900 Edgewood Dr.
Maumelle, AL 72113

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Diana Neal ☐ 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) 7005 7005 1160 0002 7003 3458

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SEND
- Co
ite
- Pri
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:

Director + Members of Board of Directors
Academic Plus C.S.
900 Edgewood Dr.
Maumelle, Ark 72113

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) 7006 0100 0004 5266 4524

PS Form 3811, Febru Domestic Return Receipt 102595-02-M-1540

7005 1160 0002 7003 3458

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	$2.31
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $6.56

GAINESVILLE FL 32601 09 SEP - 9 2006 Postmark Here USPS 09/09/2006

Sent To Director
Street, Apt. No.; or PO Box No. 900 Edgewood Dr
City, State, ZIP+4 Maumelle, AR 72113

PS Form 3800, June 2002 See Reverse for Instructions

7006 0100 0004 5266 4524

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	$ $0.50
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $12.75

POSTAL STORE GAINESVILLE FL 32605 06 Postmark Here OCT - 2 2006 10/02/2006 USPS

Sent To Directors + Members of Board
Street, Apt. No.; or PO Box No. 900 Edgewood Dr.
City, State, ZIP+4 Maumelle, AR 72113

PS Form 3800, June 2002 See Reverse for Instructions

Bryant School District: Return Receipts

7006 0100 0004 5270 1458

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	$ $8.50
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $12.75

Postmark Here: OCT 2006 POSTAL STORE GAINESVILLE FL USPS 10/02/2006

Sent To: Dr. Richard Abernathy + BD
Street, Apt. No.; or PO Box No.: 200 NW 4th st
City, State, ZIP+4: Bryant, AR 722022

PS Form 3800, June 2002 — See Reverse for Instructions

7006 0100 0004 5259 8157

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 0502 09/09/2006

Sent To: Richard Abernathy
Street, Apt. No.; or PO Box No.: 200 N.W. 4th St
City, State, ZIP+4: Bryant, AR 72022

PS Form 3800, June 2002 — See Reverse for Instructions

7006 0100 0004 5259 8270

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 0502 09/09/2006

Sent To: Jim Davis
Street, Apt. No.; or PO Box No.: 200 N.W. 4th St.
City, State, ZIP+4: Bryant, AR 72022

PS Form 3800, June 2002 — See Reverse for Instructions

7006 0100 0000 5592 8450

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 0502 09/09/2006

Sent To: Alex Hinson
Street, Apt. No.; or PO Box No.: 200 N.W. 4th St
City, State, ZIP+4: Bryant, AR 72022

PS Form 3800, June 2002 — See Reverse for Instructions

7006 0100 0004 5259 8287

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	$ $0.63	0502
Certified Fee	$2.40	09
Return Receipt Fee (Endorsement Required)	$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	SEP - 9 2006
Total Postage & Fees	$ $4.88	09/09/2006

Sent To DAVID PASSMORE
Street, Apt. No.; or PO Box No. 200 N.W. 4th St
City, State, ZIP+4 Bryant, AR 72022

See Reverse for Instructions

PS Form 3800, June 2002

7006 0100 0004 5259 8294

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	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 4.88

Postmark Here

Sent To Larry Mitchell
Street, Apt. No.; or PO Box No. 200 N.W. 4th St.
City, State, ZIP+4 Bryant, AR 72022

See Reverse for Instructions

PS Form 3800, June 2002

7006 0100 0000 5592 8467

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	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$

Postmark Here

Sent To Brenda Miller
Street, Apt. No.; or PO Box No. 200 N.W. 4th St.
City, State, ZIP+4 Bryant, AR 72022

See Reverse for Instructions

PS Form 3800, June 2002

7005 1160 0002 7004 9251

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	$ $0.63	0502
Certified Fee	$2.40	09
Return Receipt Fee (Endorsement Required)	$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	$0.00	
Total Postage & Fees	$ $4.88	09/09/2006

Sent To
Street, Apt. No.; or PO Box No.
City, State, ZIP+4

See Reverse for Instructions

PS Form 3800, June 2002

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:

Alex Hinson
200 NW 4th St
Bryant, AR 72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Carol Stout ☑ Agent ☐ Addressee

B. Received by (Printed Name) Carol Stout
C. Date of Delivery 9-12-06

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:

Brenda Miller
200 NW 4th St
Bryant, AR 72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Carol Stout ☑ Agent ☐ Addressee

B. Received by (Printed Name) Carol Stout
C. Date of Delivery 9-12-06

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:

Dr. Richard Abernathy
+ Members of Board of
Directors
200 NW 4th St
Bryant, AR 72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Carol Stout ☑ Agent ☐ Addressee

B. Received by (Printed Name) Carol Stout
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) 7006 0100 0004 5270 1458

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:

Richard Abernathy
200 N.W. 4th St
Bryant, AR
72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Carol Stout
☐ Agent
☐ Addressee

B. Received by (Printed Name) Carol Stout
C. Date of Delivery 9-12-06

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 0100 0004 5259 8157 8157

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:

Jim Davis
200 NW 4th St
Bryant, AR
72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Carol Stout
☑ Agent
☐ Addressee

B. Received by (Printed Name) Carol Stout
C. Date of Delivery 9-12-06

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 0100 0004 5259 8270 8370

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:

Larry Mitchell
200 NW 4th St
Bryant, AR
72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Carol Stout ☑ Agent ☐ Addressee

B. Received by (Printed Name) Carol Stout
C. Date of Delivery 9-12-06

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) 700 7006 0100 0004 5259 8294 74

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:

DAVID PASSMORE
200 NW 4th St
Bryant, AR
72022

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Carol Stout ☑ Agent ☐ Addressee

B. Received by (Printed Name) Carol Stout
C. Date of Delivery 9-12-06

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) 700 ~~7006 0100 0004 5259 8287~~ 7

PS Form 3811, February 2004 Domestic Return Receipt 7005 1160 0002 7 102595-02-M-154

Little Rock School District: Return Receipts

7005 1160 0002 7003 3564

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502 09 Postmark Here 09/09/2006

Sent To H. Baker Karrus
Street, Apt. No.; or PO Box No. 810 W. Markham
City, State, ZIP+4 Little Rock AR 72201

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7003 3595

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502 09 Postmark Here 09/09/2006

Sent To Tony Rose
Street, Apt. No.; or PO Box No. 810 W. Markham
City, State, ZIP+4 Little Rock, AR 72201

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7003 3557

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	$ $0.87
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $5.12

0502 09 Postmark Here 09/09/2006

Sent To Bryan Day
Street, Apt. No.; or PO Box No. 810 W. Markham
City, State, ZIP+4 Little Rock AR 72201

PS Form 3800, June 2002 See Reverse for Instructions

7006 0100 0004 5259 8195

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502 09 Postmark Here 09/09/2006

Sent To Hugh Hattabaugh
Street, Apt. No.; or PO Box No. 810 W. Markham
City, State, ZIP+4 Little Rock, AR 72201

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7003 3540

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 0502 09 SEP - 9 2006 USPS 09/09/2006

Sent To: Larry Berkley
Street, Apt. No.; or PO Box No.: 810 W. Markham
City, State, ZIP+4: Little Rock AR 72201

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7003 3533

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	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 4.88

Postmark Here: SEP - 9 2006 USPS

Sent To: Katherine Mitchell
Street, Apt. No.; or PO Box No.: 810 W. Markham
City, State, ZIP+4: Little Rock AR 72201

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7003 3588

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	$ $0.87
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $5.12

Postmark Here: 0502 09 SEP - 9 2006 USPS 09/09/2006

Sent To: Tom Brock
Street, Apt. No.; or PO Box No.: 810 W. Markham
City, State, ZIP+4: Little Rock, AR 72201

PS Form 3800, June 2002 See Reverse for Instructions

7005 1160 0002 7003 3571

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

Postmark Here: 0502 09 6 - 2006 USPS 09/09/2006

Sent To: Robert M. Daughtery
Street, Apt. No.; or PO Box No.: 810 W. Markham
City, State, ZIP+4: Little Rock, AR 72201

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:

Tom Brock
810 W. Markham
Little Rock, AR
72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☐ Agent ☐ Addressee

B. Received by (Printed Name) Tommie Shelton C. Date of Delivery 9/13/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ 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:

Katherine Mitchell
810 W. Markham
Little Rock AR
72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☐ Agent ☐ Addressee

B. Received by (Printed Name) Tommie Shelton C. Date of Delivery 9/13/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 70[illegible] 7005 1160 0002 7003 3533 3

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:

H. Baker Karrus
810 W. Markham
Little Rock AR 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☐ Agent ☐ Addressee

B. Received by (Printed Name) Tommie Shelton C. Date of Delivery 9/13/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 70[illegible] 7005 1160 0002 7003 3564 4

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:

Robert Daughtery
810 W. Markham
Little Rock, AR
72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Lonnie Shelton ☐ Agent ☒ Addressee

B. Received by (Printed Name): Lonnie Shelton C. Date of Delivery: 9/13/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7005 1160 0002 7003 3571

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:

Hugh Hattabaugh
810 W. Markham
Little Rock AR
72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Lonnie Shelton ☐ Agent ☐ Addressee

B. Received by (Printed Name): Lonnie Shelton C. Date of Delivery: 9/13/06

D. Is delivery address different from item 1? ☒ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☒ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7006 0100 0004 5259 8195 9-8195

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:

Bryan Day
810 W. Markham
Little Rock, AR
72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature: X Lonnie Shelton ☐ Agent ☐ Addressee

B. Received by (Printed Name): Lonnie Shelton C. Date of Delivery: 9/13/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7005-1160-0002-7003-3557

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:

Tony Rose
810 W. Markham
Little Rock AR
72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Dommie Shelton ☐ Agent ☐ Addressee

B. Received by (Printed Name) Dommie Shelton
C. Date of Delivery 9/13/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label) 7005 1160 0002 7003 3595 -3595

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:

Larry Berkley
810 W. Markham
Little Rock, AR 72201

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Dommie Shelton ☐ Agent ☐ Addressee

B. Received by (Printed Name) Dommie Shelton
C. Date of Delivery 9/13/06

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
(Transfer from service label) 7005-1160-0002-7003-3540

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

7006 0100 0004 5266 4777

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

LITTLE ROCK AR 72201

Postage	$ $8.50
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $12.75

05/08/2006

Postmark Here

10/02/2006

Sent To Dr. Brooker Manchester, Bolt

Street, Apt. No.; or PO Box No. 510 W. Markham

City, State, ZIP+4 Little Rock, AR 7220

PS Form 3800, June 2002 See Reverse for Instructions

North Little Rock School District: Return Receipts

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
LITTLE ROCK AR 72206
OFFICIAL USE

Postage	$ $8.50
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $12.75

0516
Postmark Here
OCT 2 2006
NW POSTAL STORE GAINESVILLE FL 32605
10/01/2006

7006 0100 0004 5266 4562

Sent To James Sharpe + Mendy Dodd
Street, Apt. No.; or PO Box No. 925 E. Dixon Rd
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
LITTLE ROCK AR 72206
OFFICIAL USE

Postage	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502
09
Postmark Here
09/09/2006

7006 0100 0000 5592 8528

Sent To Ron Calvin
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
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
LITTLE ROCK AR 72206
OFFICIAL USE

Postage	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502
09
Postmark Here
09/09/2006

7006 0100 0000 5592 8597

Sent To Gwen Williams
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
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
LITTLE ROCK AR 72206
OFFICIAL USE

Postage	$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ $0.63

0502
09
Postmark Here
09/09/2006

7006 0100 0000 5592 8559

Sent To James E. Golden
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
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
LITTLE ROCK AR 72206
OFFICIAL USE

Postage	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502
09
Postmark Here
09/09/2006

7006 0100 0000 5592 8535

Sent To Mildred Tatum
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
City, State, ZIP+4 Little Rock, AR 72206

U.S. Postal Service
CERTIFIED MAIL RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)
For delivery information visit our website at www.usps.com
LITTLE ROCK AR 72206
OFFICIAL USE

Postage	$
Certified Fee	$0.63
Return Receipt Fee (Endorsement Required)	$2.40
Restricted Delivery Fee (Endorsement Required)	$1.85
Total Postage & Fees	$ $0.00

0502
09
Postmark Here
09/09/2006

7006 0100 0000 5592 8573

Sent To James Sharpe
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
City, State, ZIP+4 Little Rock AR 72206
PS Form 3800, June 2002

7006 0100 0000 5592 8580

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502 09 Postmark Here USPS SEP 6 2006 09/09/2006

Sent To Pam Roberts
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
City, State, ZIP+4 Little Rock AR 72206

PS Form 3800, June 2002 See Reverse for Instructions

7006 0100 0000 5592 8542

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502 09 Postmark Here SEP 6 2006 09/09/2006

Sent To Carol Burgett
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
City, State, ZIP+4 Little Rock, AR 72206

PS Form 3800, June 2002 See Reverse for Instructions

7006 0100 0000 5592 8566

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	$ $0.63
Certified Fee	$2.40
Return Receipt Fee (Endorsement Required)	$1.85
Restricted Delivery Fee (Endorsement Required)	$0.00
Total Postage & Fees	$ $4.88

0502 09 Postmark Here SEP 6 2006 09/09/2006

Sent To Jeff Shanagfelt
Street, Apt. No.; or PO Box No. 925 W. Dixon Rd
City, State, ZIP+4 Little Rock, AR 72206

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:

James E. Bolden
925 W. Dixon Rd
Little Rock, AR 72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ 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

$6.00

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 0100 0000 5592 8559 -8559

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:

James Sharpe
925 W. Dixon Rd
Little Rock AR
72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ 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

$6.00

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 0100 0000 5592 8573 8573

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:

Pam Roberts
925 W. Dixon Rd
Little Rock, AR 72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ 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

$6.00

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) 7006-0100-0000-5592-8580

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. James Shumpert
Members of the
Board of Education
925 E. Dixon Rd
Little Rock, AR
72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ 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

8601

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 0100 0004 5266 4562

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:

Gwen Williams
925 W. Dixon Rd
Little Rock, AR
72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ 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

8601

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 0100 0000 5592 8597 8592

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:

Mildred Tatum
925 W. Dixon Rd
Little Rock, AR
72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ 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

8601

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 0100 0000 5592 8535 8535

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:

Carol Burgett
925 W. Dixon Rd
Little Rock, AR
72206

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X

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

860

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) 7006-0100-0000-5592-8542

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:

Ron Calva
925 W. Dixon Rd
Little Rock, AR
72206

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

860

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 0100 0000 5592 8528 8528

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:

Jeff Shanagfelt
925 W. Dixon Rd
Little Rock AR
72206

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

86

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) 7006-0100-0000-5592-8566

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

Objective Two Criteria and Proof: Transcription of Public Hearing; Copies of Newspaper Ads

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P U B L I C M E E T I N G

RE: DREAMLAND ACADEMY

Little Rock Main Library
100 Rock Street East
Conference Room
Little Rock, Arkansas
2:30 p.m.
Tuesday, September 26, 2006

LEIGH ANN KING, CCR, CSR
Petre's Court Reporters
Post Office Box 1027
Little Rock, Arkansas 72203-1027
(501) 834-2352

Page 2

1 PROCEEDINGS
2 ---o---
3 DR. CARTER: I am Dr. Carolyn Carter. I
4 am a former reading professor from Eastern
5 Michigan University. I also am a former
6 school administrator. I was a deputy
7 superintendent in two school districts and
8 school districts where we had the population
9 of urban poor students.
10 My colleagues are Mr. Reginald Kirkland.
11 MR. KIRKLAND: Hi.
12 DR. CARTER: Mr. Kirkland is a charter
13 school administrator right now at vice
14 president level. He and I have worked
15 together with average kids and kids in
16 trouble, including kids who have been
17 incarcerated. We have the distinction of
18 being the educators who transformed America's
19 first and only charter school placed within a
20 juvenile detention facility.
21 Next to Reggie -- or next to me, I
22 should say, is Barbara Rivers. Barbara
23 Rivers is a special education administrator
24 just recently retired from Detroit public
25 schools, she was a supervisor over -- help me

Page 3

1 out?
2 MS. RIVERS: Special education programs,
3 city wide special education programs that
4 were -- that provided -- that oversaw 25
5 special education schools. I've also worked
6 as a director of special education for a
7 suburban school district, special education
8 teacher consultant, and a special educator of
9 high school and middle school students.
10 DR. CARTER: We three are very pleased
11 to have an opportunity to have this hearing
12 today and listen to your comments regarding
13 what we proposed for Little Rock, Arkansas.
14 We have gone through the steps as required by
15 the Arkansas Department of Education
16 including sending the letter of intent to the
17 Arkansas Department of Ed and to the Little
18 Rock Public School District.
19 We have sent letters of our intent, very
20 descriptive letters, to the superintendents
21 of the nearby school districts, which would
22 include Little Rock Public School District,
23 Benton School District, Bryant School
24 District, North Little Rock School District,
25 Pulaski County School District, and to the

Page 4

1 two charter schools that are in this
2 vicinity, and they are Academics Plus Charter
3 School, and Lisa Academy.
4 We have been engaged in the last three
5 or four months in putting together a
6 curriculum design. We fancy ourselves as
7 learning experts who have a true commitment
8 to the kids who historically are not
9 receiving or haven't been able to take
10 advantage of the educational opportunities
11 that kids who function well in schools do.
12 Our concept of a charter school that
13 we're proposing for Little Rock would be open
14 admission and enrollment, it would also be
15 targeted to special education students who
16 have needs, especially high incidence special
17 education students. We believe that students
18 in those categories are citizens or future
19 citizens who will soon be adults that need
20 the support of a language based school
21 experience.
22 The other part of our target population
23 would be students who can't read or have
24 experienced serious difficulty learning how
25 to read, representing grade level performance

Page 5

1 on state assessments and students who have
2 been misbehaved or students who have had a
3 lot of off-task behavior problems in schools.
4 And these would include behavior problems by
5 whatever definition that the teachers would
6 give you, you know, put kids in that
7 category, court ordered kids or court placed
8 kids, this would include the kids who are the
9 kids who would traditionally be put in a
10 program for catching up and it would also
11 include a population of kids who are
12 interested and curious about what it would be
13 like to attend a school where performance of
14 the students and the communication arts of
15 the students are what the school people are
16 targeting.
17 It is our hope that if we are allowed to
18 provide a charter school for Little Rock,
19 that within two years the school would make
20 adequate yearly progress in accordance with
21 federal and state legislation. It is also
22 our goal that students will become grade
23 level readers and writers, they will be
24 students who can demonstrate understanding of
25 the Arkansas Curriculum Framework Standards

Page 6

1 at their appropriate grade level or beyond,
2 and they will be students who would represent
3 us as very strong, very standard in terms of
4 their language.
5 Now, rather than spend more time telling
6 you about us and the program we propose, I
7 did summarize and I will give you a general
8 description that's a first cut, that comes
9 out of our application, that we will submit
10 this week, so I did bring you that. I want
11 to hear from you all because we believe that
12 the purpose of the hearing is to learn from
13 the locals.
14 Now, let me tell you the locals we have
15 already contacted. We searched to find where
16 are the churches in Little Rock that would
17 have large congregations of students. We
18 have met with represents from --
19 MR. KIRKLAND: Saint Mark's.
20 DR. CARTER: -- saint Mark's Baptist
21 Church. And I can't give you the location,
22 I've been there but I don't know the streets,
23 but it's a church with 6,000 members, active
24 members, and it's a church that has a
25 ministry to serving and providing services to

Page 7

1 community people. So they like us, have an
2 interest in developing the kids who have not
3 thrived in public school thus far.
4 So I think right now I'm going to be
5 quiet, listen to you, and if you have some
6 questions you'd like to ask us, we'd be glad
7 to do our best to field the questions. Thank
8 you.
9 MS. PUFFETT: My first question is how
10 did you choose Little Rock since you're all
11 from out of state?
12 DR. CARTER: That's a good question.
13 One of us plans to move into the state,
14 definitely. And the reason we chose Little
15 Rock is Little Rock is one of the locations
16 in addition to New Orleans and Atlanta,
17 Georgia, and Detroit, Michigan, that we sort
18 of the targeted.
19 We have some friends here, a family
20 called the Nicks, there are about 25 of them,
21 and they migrated to Detroit three or four of
22 them, and we've been engaged with them and
23 developing schools and running programs and
24 they advised us that it would be a good thing
25 to look to Arkansas, that there was some

interest in Arkansas in doing innovative schooling for students and so of course I followed up on that and the rest is history.

MS. PUFFETT: Okay.

MS. TOLSON: What were the other schools -- I mean, cities, New Orleans and what?

DR. CARTER: New Orleans, Atlanta, Detroit, Gainsville, Florida, Oakland, California, I'm sorry.

MS. TOLSON: Oakland?

DR. CARTER: Uh-huh. Let me see if I missed any. Oh. Birmingham, Alabama. Now, in all of those places, the kind of programming that we have currently in place --

MS. TOLSON: Oh. You already have schools in these places?

DR. CARTER: Not schools. In Detroit we developed two schools. I'll talk about the charter schools first. We developed -- we were designers of two charter schools in Detroit. One school was placed inside of the juvenile detention facility I referenced and it's a matter of record that this school had been labeled by the US Department Of Justice

as America's worst.

We came in, and helped the local educators put a program in place that inside of a couple of years they were calling us a national model. So that's the one charter school. That was our first one and that was in 1999.

MR. KIRKLAND: The Benjamin Carson Academy.

DR. CARTER: Yeah. Public school academy. Following Benjamin Carson we had an opportunity to create a unique kind of charter school called a multi-sited strict discipline academy, the Michigan legislator provides that there needs to be a school that are suspended or expelled from traditional schooling and so the legislators put a piece in the law that would allow for the creation of a specialized charter school for the kids that are court ordered, court placed, or kids referred to as youth outside of the educational mainstream and we designed and I was the principal designer of that particular school and that one is operating currently. That is Blanchett Kelso Public School Academy

in Detroit.

In California, Gainsville, Florida, West Palm Beach, I forgot about that, Detroit, Birmingham, Alabama, what we offer in programming are GED development programs, as well as after school tutors in reading, writing, and mathematics.

MS. PUFFETT: Those are through the public schools there?

DR. CARTER: They aren't public schools. They are programs that we offer. You know the GED --

MS. RIVERS: Like alternate schools.

MS. PUFFETT: Okay.

DR. CARTER: In support of the public school. We all are public school educators.

MS. PUFFETT: Uh-huh (affirmative response).

DR. CARTER: So we are very much supportive of public schools and want to do what we can, especially given our unique set of training and backgrounds to proliferate reading, writing instruction, and language based curriculums across America.

MS. TOLSON: Why open enrollment rather

than a conversion charter?

DR. CARTER: In Louisiana, we're looking at a conversion charter. We're in the process of putting an application there. Thought about it but I thought that conversion might be a little difficult to get the local approvement -- you know, approval for. And I toyed with which of these would be a better option. And I thought, well, if we do open enrollment we can draw from a broader section of students and the impact on an individual school district will be lessened.

MS. TOLSON: What's your target enrollment?

DR. CARTER: 300.

MR. KIRKLAND: 300.

MS. TOLSON: And that is grades K through five?

DR. CARTER: That's correct.

MS. PUFFETT: Are you going to increase the grades?

DR. CARTER: That would be the plan as the kids go forward, that we would add a grade.

MS. PUFFETT: Okay. What do you propose your student to teacher ratio?

DR. CARTER: I think it's one to 15.

MS. PUFFETT: One to 15?

DR. CARTER: Uh-huh (affirmative response).

MS. PUFFETT: Okay. You talked about special needs. As the grandparent of a special needs child with Asperger's Syndrome, I'm well aware of the different autistic support groups in town and very well aware of the problems in the public school system with our autistic children. What's your comments on that?

DR. CARTER: You want to take that one?

MS. RIVERS: Okay. Generally, autistic children fall under the category of low incident. And they are generally educated in a facility, some are high -- some are functioning high enough to be in public schools.

MS. PUFFETT: Most of the kids I'm talking about are in mainstream classrooms.

MS. RIVERS: Well, then if they're part of the mainstream society and we take and

they can access to general ed curriculum, they would certainly be a part of this school program.

MS. PUFFETT: They're all falling through the cracks, you know.

MS. RIVERS: Yes. And so it is our desire to provide the kind of support services recommended on the IEP that would --

MS. PUFFETT: Uh-huh (affirmative response).

MS. RIVERS: -- that would enable the child to be as successful as he or she is capable of.

MS. PUFFETT: Okay.

MS. RIVERS: Okay?

MR. KIRKLAND: The idea behind our curriculum, if I might, is that it is very inclusive and it takes into consideration multiple intelligence theory, brain based theory --

MS. RIVERS: Right.

MR. KIRKLAND: -- all the latest research on learning.

MS. RIVERS: Yeah.

MR. KIRKLAND: And because of our model

Page 14

and Dr. Carter has touched on it some, it merges the learning into situations that make --

MS. RIVERS: Yeah.

MR. KIRKLAND: -- the learning relevant to them.

MS. PUFFETT: Uh-huh (affirmative response).

MR. KIRKLAND: So it takes advantage of a child might be more kinesthetic as opposed to the way many of our students are asked to learn, sit in a straight row and listen to the --

DR. CARTER: Exactly.

MS. PUFFETT: she can't sit still and is a constant talker but she's highly intelligent, highly functioning.

MS. RIVERS: Yeah.

MS. PUFFETT: But she can't learn in a traditional classroom.

MR. KIRKLAND: In this setting, that student with that kind of kinesthetic would flourish because of -- and Doc, you want to talk a little bit more about that?

DR. CARTER: Yeah. What we're going to

Page 15

do is we are going to do interdisciplinary curriculum programming. Now, a lot of times some students have difficulty adjusting to a traditional school setting because they receive information in isolated bits. There's no connections --

MS. PUFFETT: Absolutely.

DR. CARTER: -- that resemble real life for them. I think a kid such as you described would fit in very nicely there but let's say she had some adjustment problems. What we would do is we would go into individualized programming.

MS. PUFFETT: Uh-huh (affirmative response).

DR. CARTER: If anybody is off task and unable to engage in the learning that should transpire in the classroom, our commitment would be to look at the kid as an individual. Now, where we would go with that is there is a program in the Netherlands called the attunement strategy.

Now, what attunement is all about, it's about connecting with the off task kids to figure out at what level can the kid engage.

Page 16

MS. PUFFETT: Uh-huh (affirmative response).

DR. CARTER: And whatever level the kid can engage, that's where you begin with the goal being to bring the kid forward into the mainstream.

MS. PUFFETT: Uh-huh (affirmative response).

DR. CARTER: So we would attune the kid, that would be one thing we would do. And of course, we would follow as Barbara started to say all of the regulations of IDEA.

MS. PUFFETT: Right.

DR. CARTER: By making sure that the parent would be very much a partner in helping us figure out what kind of educational program -- I mean, we are ready to a concept like that.

MS. RIVERS: Another thing that you a may generally students that are autistically inclined have problems that are language based. You understand that?

MS. PUFFETT: Pragmatic.

MS. RIVERS: A language based school, the focus and interest and in developing that

Page 17

expressive and receptive language inability will be pronounced.

MS. PUFFETT: Okay.

MS. RIVERS: Okay?

MS. PUFFETT: Yeah.

MS. RIVERS: And that's not just from children that happen to suffer from a disability.

MS. PUFFETT: No. I think it's a lot of children.

MS. RIVERS: Right. Well, some of the reasons that they aren't learning to read that well is because they are -- they are not well attuned in language.

DR. CARTER: The language piece is missing.

MS. RIVERS: That's right.

MR. KIRKLAND: We're finding --

MS. RIVERS: And that's what's missing with the autistic kids.

MR. KIRKLAND: We're finding in not necessarily --

MS. RIVERS: And socialization.

MR. KIRKLAND: -- in the category of autism but we're finding -- this is a

Page 18

national phenomenon, if you will, that there are a lot of misdiagnosed children --

MS. PUFFETT: Absolutely.

MR. KIRKLAND: -- overdiagnosed children.

MS. PUFFETT: AD/HD.

MR. KIRKLAND: The reason being that the traditional instructional strategies don't match the learners, especially in this day and age.

MS. PUFFETT: Absolutely.

MR. KIRKLAND: When we talk about this generation, this is a full generation that's growing up with MTV and BET.

MS. PUFFETT: Their thinking is totally different.

DR. CARTER: Exactly.

MR. KIRKLAND: Exactly. They are accustomed to receiving multiple information from multiple sources.

MS. PUFFETT: Uh-huh (affirmative response).

MR. KIRKLAND: And they're able to deal with it in a very really expert manner. Much better than can. They can be on the

Page 19

telephone, working on the computer, doing their homework, talking to a friend. They can do all of that. And in setting, in a household where maybe brothers and sisters are coming and going. Whereas in our day we needed to sit somewhere quiet and turn the light on and turn the television off. That's not how these students today learn.

MS. PUFFETT: No.

MR. KIRKLAND: So we believe that our design is such that we're agile enough, small enough, to differentiate in an expert fashion individualize where needed, and address the needs of these children and slow down this overdiagnosis or over -- not diagnosis but overapplication of labels basically on children.

MS. PUFFETT: Uh-huh (affirmative response).

MR. KIRKLAND: Blaming them for our inabilities to teach at this point.

DR. CARTER: Or meet their needs.

MR. KIRKLAND: Right.

MS. PUFFETT: Meet their needs.

DR. CARTER: Yes.

MS. PUFFETT: Do you have a proposed location?
DR. CARTER: We're looking at two right now. One is downtown in the arts community because we are going to do performing and communication arts and we thought about it would make sense to situate the school in an environment that's easily accessible to the arts centers and museums and what have you here in Little Rock.
MS. PUFFETT: Uh-huh (affirmative response).
DR. CARTER: We have approached the Bishop of St. Mark's, they have a 20 classroom building, educational facility, which is located somewhere near --
MR. KIRKLAND: On 12th.
MS. TOLSON: Aren't they on 12th Street?
MR. KIRKLAND: Between 12th and University.
DR. CARTER: That's the address.
MS. TOLSON: Right off of University.
MR. KIRKLAND: Right.
DR. CARTER: So we have not gotten a firm commitment there yet but we do have

agents in the field right now working downtown just in case we can't get we think that will be an excellent partnership incidentally and we're trying to make that happen, it just hasn't come to fruition yet.
DR. CARTER: To you have your 501(3)(c) yet?
DR. CARTER: Yes.
MS. PUFFETT: You have it in hand?
DR. CARTER: Oh, yes.
MS. PUFFETT: Okay.
MS. TOLSON: Have you already submitted your application to the Department of Ed?
DR. CARTER: No. We'll be submitting that after this. Part of the application requires us to advise about the public hearing.
MS. TOLSON: And you didn't file a preapplication or whatever it is?
DR. CARTER: Letter of intent?
MS. TOLSON: Right.
DR. CARTER: Oh, yes. We've done that.
MS. TOLSON: Tell me again, your total enrollment?
MR. KIRKLAND: Targeting 300.

MS. TOLSON: How many?
MR. KIRKLAND: 300.
MS. TOLSON: What about your teacher qualifications?
DR. CARTER: They will meet or exceed the qualifications for certified teachers in the State of Arkansas.
MS. TOLSON: Are you saying licensed teachers?
MS. TOLSON: Yes.
MS. RIVERS: Yes. They will be.
DR. CARTER: Is that the same thing?
MS. RIVERS: Certified.
MR. KIRKLAND: It's the same.
DR. CARTER: But if that's the same thing as certified teachers; licensed teachers?
MS. RIVERS: Yes.
MS. TOLSON: You're not going request waivers from the department?
DR. CARTER: For teachers.
MS. TOLSON: For a teacher?
DR. CARTER: No. Not at all.
MR. KIRKLAND: We may consider that for administration.

DR. CARTER: Not for the teachers.
MR. KIRKLAND: For administration we may consider it because there are a host of experiences and talents that perhaps a noneducator could bring to the table, but that's not something that we have definitively determined at this time. We're looking at a variety of candidates for that position.
MS. TOLSON: And will you have the financial basis to be competitive with the local schools in hiring teachers?
DR. CARTER: I think so. You know, we've put together a budget that we've submitted to our consultant. Our consultant is a teacher educator at the University of Arkansas. And she looked at the budget and --
MS. TOLSON: Is that Caroline?
DR. CARTER: Yes, Caroline Proctor.
MS. PUFFETT: Have you applied for any grants?
DR. CARTER: We will definitely do that.
MS. RIVERS: Some grants come automatic with special education as with flow through

types of flow through and things like that come automatically.
MR. KIRKLAND: But we'll be looking at things like reading first, schools of the 21st century, those types of grants as well.
DR. CARTER: Home school reform initiatives, you know. It's more difficult to and impossible to apply for a competitive grant without having a rationale and reason and -- you know, to do it.
MS. PUFFETT: Right.
DR. CARTER: But I'm a grant writer.
MS. PUFFETT: Yes.
DR. CARTER: And of course we would do what we could to bring all resources to bear on the school.
MS. PUFFETT: Okay.
MR. KIRKLAND: Good question but at this point, we're not able to actually do it.
DR. CARTER: To be specific about it.
MS. PUFFETT: Okay.
MS. TOLSON: Have you talked with either of the people from Lisa or Academics Plus, the two open enrollment charter schools here in Little Rock?

DR. CARTER: I've talked to the directors. I had a difficult time -- I was trying to get the -- because I understand how charter schools are set up, I was trying to get information on the board members. Well, that information was not published. So I contacted personally both of the charter schools and asked for the information and I don't know if something got lost in translation or something, it never came. So what I did is followed up by sending two to both of the places the letter that's required, advising of our intent, and one to each of the board members but labeled it member, director, president, you know, like that because I didn't have -- I did have the names of the directors though. So I was able to send a letter directly to them.
MS. TOLSON: But you haven't visited with them --
DR. CARTER: No.
MS. TOLSON: -- about some of the problems they you've encountered?
DR. CARTER: No, but I will give them a call. I'm glad you've given me that

Page 26

1 indicator. I'll give them a call and see
2 what they want to say. I want to submit that
3 we are extremely experienced school
4 administrators, not only at the school level
5 but also at the training teachers and
6 training administrators level. So you know,
7 I have been personally a heartbeat away from
8 a superintendent.
9 So the only piece of a school system
10 that I don't understand is what goes on
11 between the superintendent and the board
12 president when they sit down together. But
13 short of that, in the absence of the
14 superintendent, I've ran the schools, I've
15 been a principal, Reggie has been a
16 principal, Barbara has been a principal.
17 So I was saying that to say that perhaps
18 some of the issues that other charters
19 schools may have had might not be viewed the
20 same way or responded to the same way as we
21 would respond to them.
22 MS. PUFFETT: Well, you've answered my
23 questions.
24 DR. CARTER: Would you mind giving us
25 some feedback? And we -- of course, we want

Page 27

1 good feedback, but even if it's not good, you
2 know, I just think it's important to be
3 inclusive, and to listen to the voices. I
4 think that if we are successful in securing
5 the charter, you'll find that we're a
6 different kind of educators. We listen to
7 the people, we do believe in local
8 development and input. Right now I've got a
9 conversation going with the former
10 superintendent of Pulaski School District get
11 his involvement in the charter school, so we
12 have somebody locally who sort of understands
13 how things are done here.
14 MS. PUFFETT: Uh-huh (affirmative
15 response).
16 DR. CARTER: And respects the protocols
17 and what have you of this local area. We're
18 very, very sensitive to that. We understand
19 how that might be viewed and we're not
20 objectionable to moving into the city because
21 we want to make the case. For me, as an
22 academic, it's more can we put a model school
23 that shows that kids really can learn and if
24 we can put that on the table, there's no
25 telling what kind of influence that might

Page 28

1 have across not only Arkansas, but you know,
2 in other places as well.
3 MR. KIRKLAND: Absolutely. It's --
4 MS. PUFFETT: My --
5 MR. KIRKLAND: I'm sorry.
6 MS. PUFFETT: My granddaughter went to a
7 school here in town called Access. It's a
8 school for kids with learning disabilities as
9 well as physical disabilities, and she went
10 there for three years and just blossomed, did
11 extremely well, it's a language based
12 facility. She did so well they asked her to
13 leave, you know, because they --
14 MS. RIVERS: Returned her back to
15 regular.
16 MS. PUFFETT: -- she had gone past what
17 they could offer and it just broke her heart
18 because we could see her doing so well. So
19 she went to public school second grade. We
20 lucked out got a wonderful teacher, who
21 understood her, she continued to blossom but
22 started failing in math.
23 This year we have a third grade teacher
24 who has a daughter with the same diagnosis
25 but absolutely does not understand my

Page 29

1 granddaughter, and we're into the, what,
2 sixth week of school and she's just failing
3 everything. Bad -- you know, attitude has
4 changed because she's falling through the
5 cracks, even though she's got -- she doesn't
6 qualify for the IEP but she does have a 504.
7 MS. RIVERS: Okay. And that's generally
8 what they provide is the Section 504 for
9 children that fall through the cracks.
10 DR. CARTER: Yes.
11 MS. PUFFETT: And I can see she's going
12 to continue to fall through the cracks.
13 DR. CARTER: Unless some intervention.
14 MS. PUFFETT: I went to a meeting the
15 other night which was for parents on how to
16 assist our children to take the Benchmark
17 test in the spring. And I just cried.
18 Because there's no way she'll pass that test.
19 You know, it has too many pragmatics that she
20 will not understand, so this type of a school
21 is what she needs. And being involved in the
22 autism community, I know a lot of kids that
23 are just like her that this is what they
24 need.
25 MR. KIRKLAND: That's excellent.

Page 30

1 DR. CARTER: That's good.
2 MS. PUFFETT: I'm not saying I want your
3 school to be an autistic school.
4 DR. CARTER: I understand that. But we
5 open the door and welcome all people.
6 MS. RIVERS: Particularly those that
7 fall through the crack that's --
8 MS. PUFFETT: Prior to that she was on
9 grade level, task level, understood
10 everything. Two years in public school and
11 she's going town the tubes. I hate to see
12 when multiplication and division hit later
13 this year.
14 MS. RIVERS: We have a lot of children
15 that fall through the cracks nationally and
16 particularly in Michigan. And what means
17 is that they really don't fit into the definition --
18 MS. PUFFETT: Huh-uh (negative
19 response).
20 MS. RIVERS: -- of one of the categories
21 of special education. And as a result of
22 that, they can't classify them --
23 MS. PUFFETT: Absolutely.
24 MS. RIVERS: -- as needing special ed
25 services or requiring or accessing them. So

Page 31

1 what they say is that they have fall in
2 through the cracks and put them back in
3 general ed and then you're Title I or you're
4 31 aid money, what have you, comes in to try
5 and provide tutorial support they need,
6 sometimes that's not enough. Their entire
7 academic day must be geared to their needs.
8 DR. CARTER: Let me add I was the 504
9 coordinator for both school districts I
10 worked in so I have an awful lot of
11 experience understanding how to make special
12 accommodation for students. I referenced our
13 experience working with the kids in jail and
14 I did that intentionally because a lot of the
15 kids who make it to jail when they are
16 children make it to jail because they fall
17 through the cracks.
18 MS. PUFFETT: Absolutely.
19 DR. CARTER: And we learned that there
20 but for a responsive school experience, could
21 have made all the difference in the world for
22 those kids. So yes, we would be extremely
23 sensitive to any special needs student and we
24 would move the earth to try and create a
25 responsive school experience because we

Page 32

1 believe everybody deserves that.
2 MR. KIRKLAND: Absolutely. And that's
3 the whole purpose of our doing this.
4 Everybody deserves the opportunity to have
5 access to high quality education.
6 MS. PUFFETT: Uh-huh (affirmative
7 response).
8 MR. KIRKLAND: Not just some people
9 because they live in a certain ZIP code, not
10 other people because they are whatever just
11 fortunate by whatever grace God bestowed.
12 Everybody in this country should have the
13 opportunity to have access to high quality
14 education.
15 MS. PUFFETT: Right.
16 MR. KIRKLAND: And that's what drives
17 us. We've been asked why New Orleans, why
18 Detroit, why Little Rock. Why not? It's in
19 the United States of America. We're trying
20 to do this on a national level and it's one
21 city at a time.
22 MS. PUFFETT: Uh-huh (affirmative
23 response).
24 MS. RIVERS: And it's not to suggest
25 that -- that public education is not

Page 33

1 providing everything that's needed. There's
2 a large majority out there benefiting --
3 MS. PUFFETT: Right.
4 MS. RIVERS: -- from public education.
5 DR. CARTER: Yes.
6 MR. KIRKLAND: Absolutely.
7 MS. RIVERS: But not all students can
8 respond to education in that traditional way.
9 MS. PUFFETT: No.
10 MR. KIRKLAND: Absolutely.
11 MS. RIVERS: And for those kids, we
12 should have an alternative setting, not an
13 alternative school, but a place they can go
14 that can meet their needs.
15 MS. PUFFETT: Right. Right.
16 DR. CARTER: I want to also add that we
17 are public school educators, I mean,
18 completely committed to public school
19 teachers and administrator, but those of us
20 who have been on the front lines, we realize
21 the dilemma many times that public school
22 educators are in.
23 MR. KIRKLAND: Absolutely.
24 MS. RIVERS: Right.
25 DR. CARTER: You've got kids in the

Page 34

1 classroom --
2 MS. RIVERS: That's right.
3 DR. CARTER: -- and limited resources,
4 you do the best you can with what you have to
5 work with.
6 MR. KIRKLAND: Absolutely.
7 DR. CARTER: And we -- we see ourselves
8 as partners or helpers of public school
9 educators.
10 MR. KIRKLAND: Absolutely.
11 DR. CARTER: So we don't put the public
12 school down.
13 MR. KIRKLAND: No.
14 DR. CARTER: Given that it has to
15 educate all of America's children, it does a
16 pretty decent job.
17 MS. PUFFETT: Uh-huh (affirmative
18 response).
19 DR. CARTER: Not as good as we want it,
20 but --
21 MS. PUFFETT: Considering everything
22 that goes on.
23 MS. RIVERS: Right.
24 MR. KIRKLAND: Every child --
25 MS. RIVERS: Many kids are very

Page 35

1 responsive to that style but not all kids
2 learn the same way.
3 MS. PUFFETT: Uh-huh (affirmative
4 response).
5 MS. RIVERS: And that's where we need
6 something that can provide that unique
7 quality of education that individualism
8 that's required for them do the best that
9 they can do given the cognitive development
10 they possess.
11 MR. KIRKLAND: And the thing -- one of
12 the main things that we have going for us is
13 the agility of our organization having a
14 small school with very high teacher to
15 student ratios.
16 MS. PUFFETT: Makes a big difference.
17 MR. KIRKLAND: Those things will --
18 MS. RIVERS: Yeah.
19 MR. KIRKLAND: -- permit us to do things
20 that traditional public school teachers wish
21 they could do and --
22 MS. RIVERS: Right.
23 MR. KIRKLAND: -- don't have the
24 opportunity to. And we are hoping to be able
25 to create some replicable models, albeit the

Page 36

1 entire organization or segments of it, like
2 approach and strategies and that kind of
3 thing and we'd be open to partnering with
4 public schools and districts and their staffs
5 and --
6 DR. CARTER: Community agencies.
7 MR. KIRKLAND: -- community agencies.
8 DR. CARTER: Advocates for the kids,
9 your autistic community.
10 MR. KIRKLAND: Yeah.
11 DR. CARTER: We would welcome what do
12 y'all think we ought to do to be more
13 responsive to your children.
14 MR. KIRKLAND: We don't know everything.
15 We don't profess to. We have some good
16 experience and good background. We know
17 there's some other folks that have too. And
18 a lot of smart people at the table trying to
19 figure out this very dynamic and complex
20 issue the better.
21 MS. TOLSON: I noticed on here you
22 referenced written comments to the
23 Gainsville, Florida is your parent -- is this
24 all under the umbrella of a parent?
25 DR. CARTER: Uh-huh (affirmative

Page 37

1 response).
2 MS. TOLSON: So would your finances --
3 would those be handled by the parent company
4 on the local level? Because this is --
5 DR. CARTER: That's -- I think I got the
6 gist of your question. What we would do is
7 we would establish a business office right
8 here. Right where the school is. So that
9 the school's business and transactions of the
10 same would be local. We are a national
11 company that operates in a variety of states
12 and because I'm the president of the company,
13 my office, corporate office is in Gainsville,
14 Florida, but we have a satellite office in
15 Detroit, Michigan, Oakland, Birmingham, and
16 other places. Southfield, Michigan, excuse
17 me.
18 MS. TOLSON: Well, I know there have
19 been some problems with charter schools using
20 financial data that really belonged to the
21 corporate, not the local and was skewing the
22 -- I don't know exactly how to say it, but it
23 didn't -- didn't quite jive. You know, they
24 were using data from their corporate entity
25 and it wasn't relevant to the local and

Page 38

1 making it look like it was doing better than
2 it was, if you get my meaning.
3 DR. CARTER: I think the bottom line of
4 any school is the products it produces. And
5 I realize that school people, like other
6 people, have protocols that we have to
7 maintain, but you know, look at the standard
8 I'm putting on the table, two years adequate
9 yearly progress, and if you understand what
10 that is, that is the standard that every
11 school in America is trying to reach right
12 now. I'm supremely confident that if we
13 could put a language based curriculum in
14 place and structure the learning experiences
15 the way the research recognizes that learning
16 transpires, that kids are going to learn.
17 And if the kids learn and can represent that
18 learning, I think that that's step number
19 one. That's the first one.
20 Now, we're going to have a local board
21 and we're going to have oversight that's
22 local. You know, that's important that the
23 locals chime in on this. Even when I didn't
24 have to do that, that was very important to
25 me, that you get the input because the

Page 39

1 children belong to people locally. So I
2 don't think that we would have any difficulty
3 there.
4 And in terms of our records, I think
5 that our corporate records would be quite
6 separate from our school records. We have
7 two sides to us as a corporation. One side
8 is for profit. That side handles things like
9 after school tutoring, professional staff
10 development for teachers and principals,
11 helping with grantsmanship and stuff like
12 that. The nonprofit one is the one that does
13 educational programming. So I don't see that
14 we could mix the two.
15 MS. RIVERS: You can't mix the two at
16 all.
17 MR. KIRKLAND: And the issues with
18 educational service providers or school
19 management companies generally are the for
20 profit brand of educational service provider
21 that you're referring to. And that's
22 something that should not be an issue with us
23 because of the situation Dr. Carter just
24 described to you.
25 DR. CARTER: We would welcome oversight.

Page 40

1 We have no problem with that at all.
2 MS. TOLSON: You're proposing an August
3 '07 open date?
4 DR. CARTER: I think that -- yes, I
5 think that we would want to be consistent
6 with Little Rock public schools. I've been
7 doing a lot of studying in the last three or
8 four months of what the Public School
9 District is doing and we would do our level
10 best to make certain that we're concordant.
11 MS. PUFFETT: so if the state granted
12 you a charter in January, you can be open by
13 August?
14 DR. CARTER: Oh, yes. Yes.
15 MS. RIVERS: Yes. I think so.
16 DR. CARTER: Uh-huh (affirmative
17 response).
18 MS. RIVERS: You know, you've got to
19 start recruiting immediately. Yes.
20 MS. PUFFETT: Yes.
21 MS. RIVERS: Okay? To get 300 kids.
22 DR. CARTER: Well, I think you may not
23 get them initially, but I think that the
24 reputation in and of itself would bring them
25 in.

Page 41

1 MS. TOLSON: How many do you think you
2 would have to have to open?
3 MS. RIVERS: To open?
4 DR. CARTER: Haven't given that much
5 thought. But you know, because I have
6 developed schools from scratch before -- I
7 mean, from soup to nuts, all elements of it,
8 I would know how to make the necessary
9 adjustments and still keep the quality of
10 programming in place. So I would guess if I
11 had to go minimum with programming at least
12 what --
13 MS. RIVERS: A hundred.
14 DR. CARTER: A hundred, somewhere around
15 there.
16 MS. RIVERS: At least a hundred, so we
17 cover the content areas.
18 DR. CARTER: Right.
19 MS. RIVERS: Yeah.
20 DR. CARTER: And be responsive.
21 MS. RIVERS: Right.
22 MR. KIRKLAND: Do we need them to state
23 their names for the record?
24 DR. CARTER: I was going to ask them to
25 before they get out of here.

Page 42

1 MR. KIRKLAND: Do you mind stating your
2 name for the record? She's the
3 transcriptionist.
4 MS. PUFFETT: Dena, D-e-n-a, Puffett,
5 P-u-f-f-e-t-t, Little Rock.
6 MS. TOLSON: Marsha, M-a-r-s-h-a,
7 Tolson, T-o-l-s-o-n.
8 DR. CARTER: One of the things we didn't
9 tell you all, but I think this is kind of
10 interesting is the reason we chose Dreamland
11 and -- you know, is we were a looking to
12 represent something local. And my colleague
13 here researched Little Rock you know
14 everybody knows about Little Rock because of
15 Central High School, and you know, I was very
16 much a child that was riveted to, you know,
17 what's going on in Little Rock.
18 But my colleague here did some research
19 and he shared this with us and we all fell in
20 love with the concept.
21 MR. KIRKLAND: And it falls in line with
22 where we -- you know, our theme of
23 communication and performing arts, Dreamland,
24 like so many -- and I don't know how many
25 much of historians you are, but like many of

Page 43

1 the major cities with a section where, in
2 days of old, due to segregation, the
3 African-American populations or communities
4 had their entertainment districts and so like
5 in New York, Harlem, and in Detroit there was
6 a the Hastings Street area, Boston had an
7 area, I can't recall the name of the right
8 now, but every major city had one. And
9 Little Rock's was Dreamland. And that's
10 where the Dizzy Gillespies, the Billy
11 Holidays would come and perform. And it was
12 in that thinking, in that vain of thinking,
13 that alignment with our performing arts
14 themes what a great connection and it's local
15 based connection.
16 MS. PUFFETT: Okay.
17 DR. CARTER: We fundamentally believe
18 that next to love and maybe faith, that the
19 one thing a parent and other adults can
20 provide for a kid that is just absolutely up
21 there, is literacy because in the kind of
22 world we live in today whose kid is going to
23 wait? Everybody's child is needs an
24 opportunity to be successful and it's to
25 America's benefit, from our perspective, to

Page 44

1 create successful future citizens, adult
2 citizens, because the more productive they
3 can become, the better it is for everybody.
4 MR. KIRKLAND: We view literacy -- this
5 is our -- not our quote, but as the new civil
6 rights. Everyone has to -- in this society,
7 in this global society, has to be at least
8 literate in their own language. And when you
9 really talk about it, we're talking about
10 being literate in multiple languages and not
11 only that, technologically literate which is
12 really talking about competing with the
13 global markets.
14 All of the -- it's interesting the
15 connections, some of the issues that we're
16 dealing with on a national basis, and
17 international basis as a country, a lot of
18 them have roots in basic education, and lot
19 of things that can be dealt with right now.
20 We were talking to one of the local
21 constituents today about -- they asked a
22 question about why, and which is a very good
23 question, but we talked about the second
24 grade reading levels being a determiner of
25 the number of jail spaces that are created in

Page 45

1 years to come. It's just not permittable to
2 sit back and watch the statistics and say,
3 oh, wow, that's horrible. No. We have to do
4 something about it. And like I said, we
5 don't have all the answers, we have some --
6 some answers and we have some questions. And
7 we believe that in partnering with other like
8 minded folks we can deal with this thing.
9 MS. PUFFETT: You pretty much answered a
10 lot of my questions.
11 DR. CARTER: I just want to say we also
12 intend to engage the arts community here in
13 Little Rock and do what we can to make arts a
14 permanent fixture in the schools. Now, when
15 we -- you asked about waivers. The one place
16 we even looked at as a possibility for
17 waivers would be in terms of who is in charge
18 of the school. There's a group of us who
19 believe the person ought to be certified or
20 licensed school administrator, but we have
21 contacted the arts organizations in Arkansas,
22 and we have been getting some alternate
23 viewpoints and one was in terms of some
24 advice that, well, leave yourself open
25 because you might hit the jackpot and find

Page 46

1 somebody who is very art based but doesn't
2 have certification but in all other practical
3 roles, fits the bill. So if we request a
4 waiver, that's where a waiver would be.
5 MR. KIRKLAND: And it wouldn't be on a
6 basis that we could not find a licensed
7 administrator but for the very, reason --
8 DR. CARTER: Intentional.
9 MR. KIRKLAND: -- we just described.
10 DR. CARTER: Art is life. Kids need
11 art.
12 MS. PUFFETT: Okay. If you had more
13 than 300 students apply, how would you
14 determine who got in?
15 DR. CARTER: We set that up in the
16 application. Let me remember it. It would
17 be a lottery.
18 MS. RIVERS: Yeah.
19 DR. CARTER: It would have to be a
20 way --
21 MS. RIVERS: The law requires.
22 DR. CARTER: -- that would be fair, and
23 allow each applicant an equal chance to get
24 in.
25 MS. PUFFETT: Okay.

Page 47

1 MR. KIRKLAND: And a waiting list --
2 MS. RIVERS: You would have a waiting
3 list after that.
4 MR. KIRKLAND: -- established.
5 MS. RIVERS: Uh-huh (affirmative
6 response).
7 DR. CARTER: Yeah.
8 MS. RIVERS: Those are the standards
9 that are required.
10 MS. PUFFETT: I can't think of anything
11 else.
12 DR. CARTER: Well, what about you?
13 MS. TOLSON: Pardon?
14 DR. CARTER: Any more questions?
15 MS. TOLSON: Huh-uh (negative response).
16 DR. CARTER: I want to express my thanks
17 and appreciation for your coming out. I wish
18 the room had been full and I wish we had an
19 opportunity to open ourselves up a little
20 more to the Little Rock community and respond
21 to the questions.
22 I will say in shutting this down, that
23 we have reputations as educators already. So
24 we can be checked on that's the first one.
25 And I think that you'll find that we have a

Page 48

1 lot of knowledge and good experience and
2 successful experiences working with students
3 whom others believe are inapproachable.
4 In my own teaching at the university,
5 you know, my thing is to create teachers, in
6 particular, who recognize that you don't have
7 a set agenda when it comes to kids so what
8 you really have to do is wait on the kids,
9 figure out where the needs are, and then do
10 what you need to do to adjust to those needs.
11 So this is not something knew for us. This
12 is something we've held as a deep seated
13 belief for a long time, is you adjust to the
14 students.
15 And if we are successful in our
16 endeavor, you know we have to go through a
17 lot of hurdles, because even doing all of
18 this, submitting the application, we still to
19 get past the school district and then get the
20 State Department of Education to say yes, you
21 know, so that we still got mountains to
22 climb. And we recognize that, fully
23 recognize that. But if we are fortunate
24 enough to be granted the trust of the
25 citizens in Arkansas and granted a charter,

Page 49

1 we would welcome input and involvement, the
2 likes of which I'm sure you probably have not
3 experienced heretofore. The door would be
4 open.
5 We had the kids in jail doing student
6 council. We had things in jail that you just
7 don't see in jail. We had parent
8 participation and involvement in jail. Now,
9 just think about what I'm telling you. The
10 children who go to jail typically don't have
11 the supportive systems at home that some kids
12 take for granted. To be able to rise up that
13 group and get that group engaged in the
14 well-being of the school of the for their
15 children was just, I thought, phenomenal.
16 And when we left the jail school we had been
17 cited an as a national model.
18 So if you'd like some more information
19 about what we have done -- you know, I didn't
20 think to bring examples of newspaper articles
21 or things that have been written about us,
22 because I wasn't really sure what the format
23 would be like. But I can give you my phone
24 number at my office and you can call me and
25 I'll be more than happy to either FedEx you

Page 50

1 some literature that would detail some of the
2 experiences we've had and successes we've had
3 or fax you some information.
4 MS. PUFFETT: Okay.
5 DR. CARTER: I can be reached at
6 352-333-0244.
7 MS. TOLSON: Sorry. Would you repeat
8 that?
9 DR. CARTER: Yes. 352-333-0244. And
10 just don't hesitate to call, request, and if
11 you know other people who may have some
12 interest in learning a little more about the
13 people proposing to do something in this
14 state and in this city, I would encourage you
15 to ask them to get in touch with me too.
16 Now, I brought you a description. This
17 -- I tried to, in this description, cover all
18 the bases. So you may find it's a bit
19 redundant. I didn't have time to really fine
20 tune it, but I did it front and back that
21 gives you some additional information about
22 the specifics of the school design as we see
23 it. Or as we envision it. Obviously, it
24 will get better because if we get the
25 charter, we'll have the input of the people

Page 51

1 who matter most and that will obviously be
2 the children's parents and guardians and
3 local citizens. So it will get better than
4 this. And I think this is going to be pretty
5 darn good, considering.
6 MS. TOLSON: Are you aware there is
7 another performing arts charter school in the
8 state?
9 MS. RIVERS: Uh-huh (affirmative
10 response).
11 DR. CARTER: I'm not aware of that and I
12 ours would not just be performing arts, it
13 would be communication arts too. You know,
14 we would want them -- they would do
15 newspapers like an online version and maybe a
16 paper version. And they would do a magazine.
17 They would be producing text in addition to
18 perhaps the musicals, readers theater, poetry
19 workshops. You know, the stuff that allows a
20 kid to get out and be somebody who has a
21 message he or she wants to share.
22 MR. KIRKLAND: And it's not problematic
23 for us that there would be another. In
24 fact --
25 DR. CARTER: Huh-uh (negative response).

Page 52

1 MS. TOLSON: It's in the northwest part
2 of the state.
3 MS. RIVERS: Northwest, that's not close
4 here to Little Rock anyway.
5 MR. KIRKLAND: But --
6 MS. TOLSON: I didn't know if you had
7 talked to them or not.
8 MR. KIRKLAND: -- even if their
9 proximity was not --
10 MS. RIVERS: It would be nice to know
11 about them.
12 DR. CARTER: Uh-huh (affirmative
13 response).
14 MR. KIRKLAND: Yeah, it would be.
15 DR. CARTER: You will note in particular
16 on the back page, that we are right where you
17 think a school ought to be right at the
18 first, second, third, fourth paragraph where
19 I underlined it. We believe the kind of kids
20 we've targeted have been in a situation where
21 they are mismatched, they're not getting
22 their needs met.
23 MS. PUFFETT: Uh-huh (affirmative
24 response).
25 DR. CARTER: And that's the group of

Page 53

1 we're looking for. We're looking for the
2 kids that are very challenging because we
3 like the opportunity to work with those kids
4 and hopefully put forth the kind of model
5 that shows people, here's how you respond to
6 them.
7 MS. PUFFETT: Uh-huh (affirmative
8 response).
9 MR. KIRKLAND: The bottom line summary
10 of this entire description would be we're
11 going to match the learner and the context
12 and the task.
13 MS. PUFFETT: All children can learn you
14 just have to figure out how they learn.
15 MS. RIVERS: That's right.
16 DR. CARTER: Yeah. Yeah.
17 MS. PUFFETT: And teachers with 25
18 others in a classroom, don't have time to
19 figure out how this one child learns --
20 MS. RIVERS: That's right.
21 MS. PUFFETT: -- when it's different
22 from the other kids.
23 DR. CARTER: A classic example is this,
24 I got 25 kids in my class and I know these
25 two or three here are struggling but I can't

Page 54

1 figure out what's going on. We could do
2 something like individualized reading
3 assessment -- well, we would pinpoint
4 specifically where the kid is at an
5 instructional level, where it is when he
6 breaks down at the frustration level, where
7 the kid is at the independent. And then we
8 will actually go inside of the kid and take a
9 snapshot, figure out what's going and create
10 a response. And we pride ourselves on doing
11 that. We think we do that very well.
12 MR. KIRKLAND: Uh-huh (affirmative
13 response).
14 MS. RIVERS: And if we receive more kids
15 of course, you know, falling through the
16 cracks which I'm sure we will, we will do a
17 section 504 for them.
18 DR. CARTER: Clearly. Clearly.
19 MR. KIRKLAND: The one thing that it's
20 almost shameful you have to go around a 504,
21 when you can just make accommodations because
22 that's really all 504 says is a mandated
23 accommodation.
24 DR. CARTER: That's it.
25 MR. KIRKLAND: Why does it have to be

Page 55

1 mandated?
2 DR. CARTER: That's it.
3 MR. KIRKLAND: We believe that the
4 learner requires this particular context, and
5 this particular task, accommodation or
6 whatever, then why not do it? Because it's
7 good pedagogy because that's how we can have
8 this student learn success.
9 MS. RIVERS: And you can have it as a
10 standard, but you know, it's requirement.
11 MS. PUFFETT: Even having a 504, last
12 spring, the one of the goals was she would
13 have math tutoring. Okay? This is starting
14 the sixth week of school, will start this
15 week so she's already lost five weeks.
16 MS. RIVERS: Five weeks.
17 MS. PUFFETT: I've been to school three
18 times. Mom works full time and can't get to
19 school so I'm the advocate for her and I've
20 already been up there, when is this going to
21 start? Well, we're getting it, we're getting
22 it. It should have started the first week of
23 school. We've lost five weeks of school
24 already.
25 MS. RIVERS: That's one of the reasons

Page 56

of 504 is required because that's a contract.
MS. PUFFETT: I know, but you've got to get the teachers and the principal to do it first.
MR. KIRKLAND: That's right. You can you can set up a 504 and it's still accommodations won't get met but if you have a philosophical belief that accommodations should be made, then you don't need the 504 and it will actually implemented.
MS. PUFFETT: Right.
MR. KIRKLAND: See, it's a matter of philosophy and belief, I think, as opposed to a mandate. I think in most cases and I think most people will agree, that when you mandate something --
MS. PUFFETT: Resistance.
MR. KIRKLAND: -- you won't get the best results be results.
MS. PUFFETT: Resistance.
MR. KIRKLAND: Absolutely.
DR. CARTER: And I think that it's been my experience that I you know, I fundamentally believe the creator chooses public school teachers, and so I believe that

Page 57

I seldom met I've met teachers where frustrations against the system but I've seldom met a teacher that doesn't want to help kids learn. They get restrained by things that they have no --
MR. KIRKLAND: Control over.
DR. CARTER: -- control over. That's exactly it.
MS. PUFFETT: Oh. Yeah.
DR. CARTER: So you know, the good thing is that you're persistent. And that's really what it takes is you have to be persistent and understand that they are operating --
MS. PUFFETT: I do. But you know --
DR. CARTER: You're thinking about your child too. I've got you.
MS. RIVERS: That's right. That's what everybody should be thinking about.
MR. KIRKLAND: Everybody is --
MS. PUFFETT: I'm not going to let her fall through the cracks.
MR. KIRKLAND: Unfortunately there are a lot of children who don't have grandmother advocates, mom advocates --
DR. CARTER: Exactly.

Page 58

MS. PUFFETT: Right.
MR. KIRKLAND: -- or what have you.
MS. PUFFETT: Exactly. Well, with all the parents working, they can't take time off from work to go do it. They can't.
MR. KIRKLAND: That's right.
MS. PUFFETT: You know, and that's where our kids fall through the crack. So I feel for them.
DR. CARTER: Well, no child left behind has made it very clear that the goal is grade level -- the minimum goal is grade level performance. You know, and I see that really as a floor, not the ceiling.
MS. PUFFETT: Right.
DR. CARTER: I mean, they get to third grade and they're third graders, and they're reading at a third grade level, do we stop them there or do we --
MS. PUFFETT: Let them go on.
DR. CARTER: -- open it up and move them on up higher and broader? You know?
MR. KIRKLAND: Just like Dr. Carter said, our interpretation of no child left behind is actually, let's push everybody

Page 59

forward. The leave them behind is not an option.
MS. PUFFETT: No.
DR. CARTER: We received an email -- there's an email that's circulating right now that educators get and it talks about hidden provisions that people have discovered in no child left behind legislation that talks about how kids who don't read well at a certain point there's going to be an option to offer alternate degrees, you know, like high school diploma for kids who can hit the standards and a certificate of attendance.
MS. PUFFETT: I've seen that.
DR. CARTER: Now, in Florida, this is going on right now.
MS. RIVERS: Is that right?
DR. CARTER: I'm going to tell you right where I land. I'm not in that group that's fussing because the law has this in it. I'm in the group that it is our obligation to make certain that the kids get what they need so that they can represent what they need to represent. It's just that simple. The kind of world we live in demands it.

Page 60

I don't know where I would be if I couldn't read. You know? It's fundamental. As you said a new civil rights, the one that we don't talk about enough and we don't give it the kind of emphasis that it needs but it should certainly should have a lot more emphasis placed on it than I see currently being done. It's done like in a grudging sort of way that, well, we've got to do something about these kids, as opposed to this is our obligation do something to help these kids experience life the way the rest of us who are literate can experience it.
MS. PUFFETT: Uh-huh. I agree.
DR. CARTER: I would like to ask you if you have a group that you represent and you would like for that group to receive some information about the proposed academy, if you could give me a way to get in touch with the members or get in touch with you, I'd be glad to provide it because even the people who disagree, that part is okay. We don't mind that because I think sometimes you can learn stuff from the people who dissent.
So if you have somebody you represent

Page 61

and you believe they would be interested, maybe that group you referenced or maybe another group that you are aware of, I'd be very glad to get a way to get in touch with you and provide them with information about the school we propose. I'll give you a copy of it now and you can fill it out now or you can fax it in.
MR. KIRKLAND: The skepticism is healthy.
DR. CARTER: We understand it. We really, really understand it.
MS. TOLSON: Your fax number is?
MR. KIRKLAND: I was a principal for many, many years.
DR. CARTER: It's 352-333-0246.
MR. KIRKLAND: I used to tell my teachers, I can handle the skepticism, it's the cynicism I can't deal with.
DR. CARTER: It's what?
MR. KIRKLAND: The cynicism I can't deal with.
MS. TOLSON: Fax is the same as your phone?
DR. CARTER: No. Phone number is 0244.

Page 62

MS. TOLSON: Okay.
DR. CARTER: There's a difference.
MS. TOLSON: Well, I guess in the spirit of full disclosure, I am with the Department of Education, special ed division.
DR. CARTER: Okay.
MS. TOLSON: And I supervise charter schools for special ed compliance, and so if you -- if you have dealt much with charter schools, you know, that that's a major area.
MS. RIVERS: Yes.
DR. CARTER: Yes.
MS. TOLSON: So coming in here and I would -- and I'm sure Dr. Proctor will tell you this in your charter, if you have not submitted it, be very, very detailed in how you plan to provide special ed services because the general rule is -- because I'm asked to read these, and give feedback on the special ed part of it, and there's about a two paragraph thing in there that says we will comply with all state and federal regulations regarding IDEA. That is a mouthful and I see that you have some of our regs there --

Page 63

DR. CARTER: Oh, yes.
MS. TOLSON: That's just one volume.
MS. RIVERS: Right.
MS. TOLSON: And you know, so when they say we will comply with all state and federal regulations, they have no idea.
MS. RIVERS: No idea what it entails.
MS. TOLSON: And I just got -- in fact, I just got off the phone before I came with the charter school over a teacher because there are no waivers as far as special ed goes.
MS. RIVERS: Uh-huh. That's true.
DR. CARTER: Right.
MS. TOLSON: We can't waive federal regulations.
MS. RIVERS: Can't waive anything, that's right.
MS. TOLSON: And they just don't get it. They just don't understand because they are a school --
MS. RIVERS: School district.
MS. TOLSON: A charter is one that typically attracts righter child. I just did an inservice with them last week and said,

Page 64

you know, when you hang your shield and say I'm an open enrollment charter school you have to take everybody. And you cannot what we call counsel out kids.
MS. RIVERS: That's right.
MS. TOLSON: They know they can't say we don't take you because you're identified as special ed but what they tend to do, not just this one, I'm not picking on them, but charter schools, in general, tend to say well this is a college prep curriculum or this is a so and so curriculum and you might not fit in here, you might be better seeing about --
MS. RIVERS: Discouraging them.
MS. TOLSON: -- the school down the street. And so that's why, you know, I have been trying to -- and we did an inservice earlier in the summer for all the charters that were proposing applications, and I didn't -- I didn't see you all on there.
MS. RIVERS: I tried to be -- let me speak to her -- very detailed.
DR. CARTER: Uh-huh (affirmative response).
MS. RIVERS: -- in the --

Page 65

DR. CARTER: Application.
MS. RIVERS: Right. To the unfolding of how the special ed response would be. From the referral process to the mediation process and I think I even went into how the program -- our programs will be set up on the continuance based upon the kind of kids we received in school. I don't know if it was cut.
MS. TOLSON: Well, typically the charter schools want to make the kids fit their --
MS. RIVERS: Right. As opposed to creating them.
MS. TOLSON: -- programs. And you know, I told them, you have to -- you know, you have to look at the child, you have to see what this child needs whatever it is and they just don't understand.
MS. RIVERS: That's right.
MS. TOLSON: That you're an open enrollment charter, you may have 200 kids, 300 kids, you may have 100, but you have the same responsibility as Little Rock School District.
DR. CARTER: That's true.

Page 66

MS. RIVERS: That's right.
MR. KIRKLAND: Yes.
MS. TOLSON: So I didn't want you not to know that.
MR. KIRKLAND: That's good. I'm so glad that you told us that too.
MS. RIVERS: And we will be very thorough in that component. We won't cut it.
DR. CARTER: Well, I wasn't sure how much --
MS. TOLSON: I know Dr. Proctor has said you were really hard on this one, hard on this one in particular. And I said, no, I wasn't hard on them, but I don't think it's fair for them to say, oh, your charter looks great, you know, go forth and do good and then the first year they're out there to zap them and say, look, you know, we're withholding all your federal money.
MS. RIVERS: That's right.
DR. CARTER: Where we're different is all three of us have been public school administrators that had to deal with specialized populations. So not only do we really understand compliance, but I also have

Page 67

taught special programs to administrators at the university and special education compliance is one of the areas. And one of the things that is hard for especially aspiring administrators to get is have you no option.
MR. KIRKLAND: That's exactly right.
DR. CARTER: You know?
MS. TOLSON: You know, a teacher said to me the other day, I didn't go to school to teach special education. I said, well --
MS. RIVERS: Oh, yeah. I've heard that so many times from my teachers.
MS. TOLSON: I said, I'm sorry, we're here to stay, we're not going anywhere.
DR. CARTER: We teach the public. That means everything.
MR. KIRKLAND: And the truth of the matter is we all have special way that we like to learn.
DR. CARTER: That's right.
MR. KIRKLAND: And a lot of this would not be a problem if people would look at it from the standpoint of what is good pedagogy. If it is truly your desire as a teacher to

Page 68

1 help the learner learn the content, then you
2 will make adjustments.
3 MS. TOLSON: The charter schools, and
4 that's their option under the law, they have
5 a right to request waivers in certain areas.
6 So when you get someone who may be a genius
7 in the computer field but hasn't had an ounce
8 of training in how kids learn, or what -- you
9 know, just because this kid is out of their
10 seat doesn't mean they're not learning.
11 MS. RIVERS: That's right. That's
12 right.
13 MS. TOLSON: When they haven't had any
14 of that they don't know how to deal with that
15 and I'm not saying they're not -- they're not
16 intelligent, smart people.
17 MS. RIVERS: Right.
18 MS. TOLSON: They are but that's the
19 difference.
20 MS. RIVERS: Training.
21 MR. KIRKLAND: There's a difference
22 between an expert and a teacher.
23 DR. CARTER: There you go.
24 MR. KIRKLAND: An expert has a command
25 of the content. A teacher may not have

Page 69

1 necessarily masterful command, but they know
2 how to parley what they know --
3 DR. CARTER: There you go.
4 MR. KIRKLAND: -- over to someone else
5 and if you do go that masterfully, you're a
6 teacher.
7 DR. CARTER: Uh-huh (affirmative
8 response).
9 MR. KIRKLAND: That's what we are. And
10 I tell anybody any day, and Dr. Carter, I've
11 heard her say it, all we are is glorified
12 teachers, and we love teaching more than
13 anything else. The best thing I've ever done
14 in my life was teach. As a matter of fact,
15 if I could turn back the clock probably made
16 some different decisions and stayed in the
17 classroom.
18 DR. CARTER: What would stop me from
19 going back to the classroom now, aside from,
20 you know, the university, I love university
21 teaching, is who would be over me trying to
22 --
23 MR. KIRKLAND: That's right.
24 DR. CARTER: You know, that's where the
25 fear is, not dealing with the kids, you would

Page 70

1 want a knowledgeable person over you. And
2 I'd be afraid.
3 MR. KIRKLAND: I would too.
4 MS. RIVERS: But I think the focus here
5 is to make sure that the special ed students
6 are represented well.
7 DR. CARTER: Okay.
8 MR. KIRKLAND: Yeah.
9 MS. RIVERS: And that the programs are
10 designed meet their particular and unique
11 needs and that we're going to try very hard
12 to do.
13 DR. CARTER: Yes.
14 MS. RIVERS: I'm a full advocate of
15 special ed education. I've worked in all
16 capacities of it and know how to set up
17 programming where it will meet their needs.
18 MS. TOLSON: Well, and --
19 DR. CARTER: And compliance, don't
20 forget compliance.
21 MS. TOLSON: Especially open enrollment
22 charter schools, and I don't know if you've
23 found this but I know it's true of the ones
24 here in Little Rock, Arkansas, they have a
25 unique attraction to students with, who may

Page 71

1 be having problems in public school, who want
2 to come into the charter school thinking I'll
3 go here, I'll make a new start, and nobody
4 will ever know that I had problems in public
5 school. So it sometimes is hard for the
6 public the charter school to ferret out if
7 this child was already, you know, identified
8 as a special ed student. And so some of them
9 have gotten into problems that way because
10 they didn't.
11 DR. CARTER: They didn't reveal --
12 MR. KIRKLAND: Didn't know IEP existed.
13 DR. CARTER: Even if they didn't reveal
14 to you, you would think it would manifest
15 itself in some way.
16 MS. TOLSON: And it does.
17 MS. RIVERS: Right. It does when the
18 records come but I'll also say when the kids
19 change school districts, okay, then it's
20 school receiving school district would have
21 to --
22 MR. KIRKLAND: Request --
23 MS. RIVERS: -- receive an IEP. Okay?
24 DR. CARTER: But a lot of times --
25 MS. RIVERS: Set up a temporary

Page 72

1 enrollment for child if the parent does not
2 consent the kid goes in general ed.
3 MR. KIRKLAND: That happens often in
4 traditional K-12 districts.
5 MS. RIVERS: That's what happens. And
6 then they are getting --
7 MR. KIRKLAND: Because as a principal
8 I've had that happen in my traditional K-12
9 district where a parent -- and what I always
10 tell my parents is, number one, please don't
11 do that, because you put it put us in a very
12 tenuous situation, and then number two, you
13 have a the power. If you don't want your
14 child to have an active IEP then let's
15 reconvene and let's change things and you
16 have the power, you're the driving force.
17 DR. CARTER: Right.
18 MS. RIVERS: When they change directs
19 they have already reconvened if they don't
20 bring the temporary service.
21 MS. TOLSON: And I told them just pick
22 up the phone and call me and I can get those
23 records real easily.
24 MS. RIVERS: Okay.
25 MR. KIRKLAND: Do you have a card?

Page 73

1 MS. TOLSON: I do.
2 MR. KIRKLAND: We'd love to be able to
3 keep in touch with you. Especially for that
4 kind of a problem.
5 DR. CARTER: Thank you.
6 MR. KIRKLAND: Does the State database
7 flag IEPs, existing and acting IEPs, the
8 student database?
9 MS. TOLSON: Not that you would have
10 access to. I mean, it's not public
11 knowledge.
12 MR. KIRKLAND: No. No. If we were --
13 if we game became a charter in Arkansas.
14 MS. TOLSON: Could you access the
15 information?
16 MR. KIRKLAND: As we receive children,
17 enroll children, is there a way to kind of
18 double check?
19 MS. TOLSON: All have you do is pick up
20 the phone and ask.
21 MS. RIVERS: Okay.
22 DR. CARTER: One of the problems we had
23 with special ed kids and particular in the
24 jail and now, get this scene they're coming
25 from a variety of school districts.

Page 74

MS. TOLSON: And I supervise the juvenile detention centers.
DR. CARTER: So you understand. This was a juvenile detention facility, so a short-term stay and in comes and influx of kids every day.
MR. TOLSON: Right.
MS. RIVERS: Correct.
DR. CARTER: For all of our kids, we put in an accelerated registration and enrollment process where we actually get on the phone and call the special ed director of the school district, we got one of your kids here, tell us if this kid has an active IEP. I mean, this was right out the gate.
MS. TOLSON: That's what we've told ours, you know, call the special -- don't call the counselor. Call the special ed director.
DR. CARTER: Special ed, that's who you need to call.
MS. TOLSON: And if they're not one of theirs they'll know that, if they are, they probably need will know that too.
DR. CARTER: It's real helpful because

Page 75

they'll tell us if they're active or inactive and we know exactly how to start the process.
MS. TOLSON: Right.
DR. CARTER: So those kind of things we have grappled with and fought off the demons and figured out how to get this done.
MR. KIRKLAND: The other thing that we do not -- we will not be is an IEP factory. We're not just going to say everybody is going to get an IEP.
MS. TOLSON: Now, I will say this, there are some charter schools and there is one in particular, that's quite small, very small as a matter of fact, and they did put some -- a couple of their students on -- at the parents's request because they had been very unhappy the pull-out, you know, type situation of the resource room and those kids are thriving with support services.
DR. CARTER: Right.
MS. RIVERS: Right.
DR. CARTER: Uh-huh (affirmative response).
MS. TOLSON: Even as far as social skills.

Page 76

DR. CARTER: Uh-huh (affirmative response).
MS. RIVERS: Uh-huh (affirmative response).
MS. TOLSON: And one of those her IQ is quite low. But so --
MS. RIVERS: Were they resource one based programs.
MS. TOLSON: Uh-huh. But again, it can work but again, you know, I just always caution them just make sure you're not putting them on indirect services or in the regular room to fit your --
DR. CARTER: Exactly.
MS. RIVERS: No.
DR. CARTER: You're not the one that makes that call.
MS. RIVERS: No. No. No. There will be -- I was reading where you can offer resource room out of a basic classroom and where the kids considered to be in the resource room but could if needed to, access a couple of classes in the basic classroom, and I also read where you have basic classroom where the kid could interact in the

Page 77

resource room program and a combination of both most kids should fit into.
DR. CARTER: Right.
MR. KIRKLAND: The teacher's --
DR. CARTER: Ms. Barbara prides herself on being very knowledgeable about special education and here's what she has been --
MS. RIVERS: Compliance.
DR. CARTER: -- saying to me in particular. This Arkansas Department of Education has us act together in special education. She said it is laid out.
MS. TOLSON: We'll, we're just getting ready to redo it.
MS. RIVERS: Are you really?
MS. TOLSON: It has just been reauthorized, you know.
MS. RIVERS: Well, I thought I saw a lot when I read it.
MS. TOLSON: It will just be the changes that we have to meet to match the federal.
MS. RIVERS: To match the federal legislation.
MR. KIRKLAND: Federal --
MS. RIVERS: Oh, yeah, the changes. For

Page 78

example, that new change in learning disability, not eliminating that discrepancy.
MS. TOLSON: Right.
MS. RIVERS: And still being able to call a kid learning disabled. Oh, my goodness. That's going to be interesting to see how that shakes out.
MR. KIRKLAND: What I like is the new standard of response to intervention. I think that's forcing everybody to start being more inclusive and not -- what educators have understood all along is that special education is not a silver bullet. There's nothing super magical going on in a special education classroom as opposed a general education classroom. The only known difference is that a lot of times those teachers had better training for dealing with --
MS. RIVERS: Methodology.
MR. KIRKLAND: Right.
MS. RIVERS: Or other methods.
MR. KIRKLAND: And the other thing being the number of students that they generally have to service.

Page 79

MS. PUFFETT: Right.
MR. KIRKLAND: But short of that. The same things can be done in the general classroom. So by having that higher standard of response to intervention, I think is exceptional and it and doesn't let the -- not trying to put a blame on the general classroom teacher, but it does let them off the hook by saying here, that's your job not my job.
MS. TOLSON: It's not mandatory that you have to spend so much of your federal money on --
MS. RIVERS: Right. That was the next point that I was going to teach, that when you think about the general ed teacher and the special ed teacher, I can see one as being extremely strong in methodology and methods and procedures and strategies for helping a person that is handicap access the general ed curriculum. I see, on the other hand, the general ed teachers being extremely strong in content area. And I see the marrying of the two being an excellent blend for students.

Page 80

MR. KIRKLAND: Exactly.
MS. TOLSON: We do have a strong coteaching model here in Arkansas.
DR. CARTER: Okay.
MS. RIVERS: Uh-huh. Yeah, I saw that.
MS. TOLSON: The special ed teachers goes into that class.
DR. CARTER: Right.
MS. RIVERS: Yeah we like that. That push-ins.
DR. CARTER: We like that. That fits our thinking.
MS. TOLSON: We've just started that about the last main five years.
MS. RIVERS: Yeah. We cited that in fact, too.
MR. KIRKLAND: That's different than a teacher consultant kind of situation.
MS. RIVERS: Yes, it is.
MS. TOLSON: Well, this is actually coexisting.
DR. CARTER: Right.
MS. RIVERS: Uh-huh (affirmative response).
MS. TOLSON: In fact, when I when we

Page 81

came to Little Rock 15 years ago, I started teaching here in a coteaching situation. It was a real good experience. It doesn't always work that way because teachers are pretty territorial.
DR. CARTER: Territorial, uh-huh.
MS. RIVERS: And they don't want you there.
MR. KIRKLAND: That's one --
MS. RIVERS: But if you can get a good marriage you've got something going for the kids.
MR. KIRKLAND: And that's one of the great things that we're hoping to be able to deal with systemically by creating a professional learning environment or community rather, so that everybody knows right off the bat, you know, collegiality is the norm here. And so the doors are open. There's no problem that is just my problem, it's Dr. Carter's problem too, it's Ms. River's problem too. It's all of ours, the parents's problem as well. So we get together -- and the student in some cases. I think that encourages more of that open door

Page 82

opportunity.
MS. RIVERS: It's like Dr. Carter said, no one wants to sacrifice their child --
DR. CARTER: Right.
MS. RIVERS: -- to be the one who misses out while you get it together. Am I correct?
DR. CARTER: That's correct. And you know what happened in Michigan that allowed us to go into the juvenile detention facility is where they got hit was on the failure to provide the faith to the special ed kids, so you know, we realized how important that really is.
MS. RIVERS: And tell her the outcome.
DR. CARTER: We'd never would have had an opportunity to go in were it not for the fact that the Detroit teachers or administrators didn't believe that they had to do special ed services at the juvenile detention facility. And listen, when the feds got through, I mean, if you looked it up, you will -- Wayne County Michigan, the Wayne County Juvenile Detention Facility. You'll see what I'm talking about. They jumped on them with all feet and said, no,

Page 83

you won't do this, yes, you will do this, you will have special ed and you will implement the special ed legislation and you don't have any choice.
MS. RIVERS: Right. It had gotten past the school district, past state, and into the feds.
DR. CARTER: Yes.
MS. RIVERS: And the federal response passed it when we finished with that special ed program.
DR. CARTER: Finally.
MS. RIVERS: They couldn't do anything but pass it because of the line directly we went to standards. They were not providing special ends services for those students. They were fitting them in a model they already had and it wasn't meeting their needs. That's why they weren't successful.
DR. CARTER: It was crazy. If you want to get a story, look that up and read that one.
MR. KIRKLAND: It is an interesting story.
DR. CARTER: And know we were the group

Page 84

that went in and cleaned it up. So we met in jail.
But you know what I learned something there, but for the grace of God it could be any kid honest to goodness.
MR. KIRKLAND: That's true.
DR. CARTER: Because when you really get to know them, you begin to realize --
MS. TOLSON: I just had a young man call us last week who had been in one of our -- we have 15 regional juvenile detention centers in Arkansas and he had gone through one of ours and he said I'm now -- a very nice speaking young man on the phone, he said, I am now 21 and I'm trying to join the Navy, but I have to prove that I had credits in this, this, and this, and was in Arkansas at your state facility, you know, incarcerated in your state facility when I was there, and I need some records. So he said, you know, I've since graduated, and you know, but I can't prove that I have credits in those areas. So anyway, it does come full circle sometimes.
MR. KIRKLAND: Amen.

Page 85

MS. RIVERS: Were you able to help him?
MS. TOLSON: Yeah. We had to track down we had to go back to our Alexander, which is just outside of Little Rock was our state juvenile facility, and so we had to have them pull up some records, but --
DR. CARTER: Got it done.
MS. TOLSON: We did.
DR. CARTER: All right.
MR. KIRKLAND: That's a success story.
DR. CARTER: That's great.
MS. TOLSON: Thank you. I'm sure if you get your charter accepted we'll be seeing each other again.
DR. CARTER: Just a point of clarification. Now, in the application it says describe the special education program. Now, Barbara's where we sort of went in different directions. Barbara is a true special educator and came she believes everything should be in there. I thought a summary of the process and how we would comply with it would suffice. Are you advising that more is better?
MS. RIVERS: Yeah. They want a clear --

Page 86

1 MS. TOLSON: Well, I would like it --
2 MS. RIVERS: -- response.
3 MS. TOLSON: I would like to know what
4 you know what you are doing. And not just
5 like you say a blanket because. I asked
6 Caroline Proctor, I said, is there a book
7 they get this stuff out of because every one
8 see has the same two paragraphs.
9 DR. CARTER: No, you won't find ours
10 like that.
11 MS. RIVERS: I understand what she
12 wants. She wants you to open up the state
13 legislation and state what required and what
14 you're going to be doing in the process of
15 that.
16 MS. TOLSON: And also and I know that --
17 MS. RIVERS: Just like I laid it out.
18 DR. CARTER: Okay.
19 MS. TOLSON: -- special ed students who
20 may require some sort of related services.
21 MS. RIVERS: Yes.
22 MS. TOLSON: -- provide those --
23 MS. RIVERS: I had all that in there.
24 DR. CARTER: I thought that was a bit
25 much. I thought it would be understood but

Page 87

1 okay. We'll put it back in.
2 MS. RIVERS: Right. Yeah.
3 DR. CARTER: okay.
4 MS. RIVERS: How will they acquire
5 related services. Are you going to contract
6 this out --
7 MS. TOLSON: Start those --
8 MS. RIVERS: -- are the people going to
9 come in? They will be contracted. I can
10 tell you that.
11 MS. TOLSON: No. We don't expect people
12 to hire a full-time physical therapist if
13 they have one student who needed physical
14 therapy but you have to have a plan in place.
15 DR. CARTER: We'll get one if we need
16 it.
17 MS. TOLSON: You have to respond.
18 DR. CARTER: That's right. Respond.
19 MS. RIVERS: And you have a contact in
20 mind, you know to meet those particular needs
21 or for independent evaluation.
22 MS. TOLSON: Right.
23 MS. RIVERS: Yeah. I understand. I put
24 it -- I put all that in there but it was
25 quite long.

Page 88

1 MS. TOLSON: One thing I've advised the
2 schools in Little Rock to do is to maybe
3 contract with someone who could provide all
4 of their services, you know, like I just told
5 them he said, you know, I don't know where to
6 go. And I said I don't expect you to have
7 your own evaluator, but I do expect you to
8 have a plan in place --
9 DR. CARTER: That's right.
10 MS. TOLSON: -- and maybe you would want
11 to get with the other schools and see if you
12 could --
13 MS. RIVERS: That's right. See if you
14 could contract their --
15 MS. TOLSON: Nice to meet you.
16 MS. RIVERS: -- their staff. Or see if
17 you can connect with the clinic. It's better
18 to go to a public school and contract with
19 them.
20 DR. CARTER: Thank you for coming.
21 (Whereupon, this is the conclusion of
22 the comments heard in the above-styled
23 meeting on this day.)
24 ---o---
25

Page 89

CERTIFICATE

STATE OF ARKANSAS)
) ss.:
COUNTY OF LONOKE)

I, LEIGH ANN KING, Certified Court

Reporter and notary public in and for the County of Pulaski, State of Arkansas, duly commissioned and acting, do hereby certify that the above-entitled proceedings were taken by me in Stenotype, and were thereafter reduced to print by means of computer-assisted transcription, and the same truly, and correctly reflects the proceedings had.

WHEREFORE, I have subscribed my signature and affixed my notarial seal as such notary public at the City of Little Rock, County of Lonoke State of Arkansas, this the _____ day of _____, 2006.

_____
LEIGH ANN KING, CCR, CSR
NOTARY PUBLIC IN AND FOR
LONOKE COUNTY, ARKANSAS
---o---

'07 [1] 40:3
0244 [1] 61:25
100 [2] 1:0 65:22
1027 [1] 1:0
12th [3] 20:17 20:18 20:19
15 [4] 12:3 12:4 81:1 84:11
1999 [1] 9:7
2 [1] 1:0
20 [1] 20:14
200 [1] 65:21
2006 [2] 1:0 89:25
21 [1] 84:15
21st [1] 24:5
25 [4] 3:4 7:20 53:17 53:24
26 [1] 1:0
3 [1] 21:6
30 [1] 1:0
300 [7] 11:16 11:17 21:25 22:2 40:21 46:13 65:22
31 [1] 31:4
352-333-0244 [2] 50:6 50:9
352-333-0246 [1] 61:16
501 [2] 1:0 21:6
504 [10] 29:6 29:8 31:8 54:17 54:20 54:22 55:11 56:1 56:6 56:9
6,000 [1] 6:23
72203-1027 [1] 1:0
834-2352 [1] 1:0
able [10] 4:9 18:23 24:19 25:17 35:24 49:12 73:2 78:4 81:14 85:1
above-entitled [1] 89:25
above-styled [1] 88:22
absence [1] 26:13
absolutely [15] 15:7 18:3 18:11 28:3 28:25 30:23 31:18 32:2 33:6 33:10 33:23 34:6 34:10 43:20 56:21
academic [2] 27:22 31:7
Academics [2] 4:2 24:23
academy [7] 1:0 4:3 9:9 9:11 9:14 9:25 60:18
accelerated [1] 74:10
accepted [1] 85:13
access [8] 13:1 28:7 32:5 32:13 73:10 73:14 76:22 79:20
accessible [1] 20:8
accessing [1] 30:25
accommodation [3] 31:12 54:23 55:5
accommodations [3] 54:21 56:7 56:8
accordance [1] 5:20
accustomed [1] 18:19
acquire [1] 87:4
act [1] 77:11
acting [2] 73:7 89:25
active [4] 6:23 72:14 74:14 75:1
AD/HD [1] 18:6
add [3] 11:24 31:8 33:16
addition [2] 7:16 51:17
additional [1] 50:21
address [2] 19:13 20:21
adequate [2] 5:20 38:8
adjust [2] 48:10 48:13
adjusting [1] 15:3
adjustment [1] 15:11
adjustments [2] 41:9 68:2
administration [2] 22:25 23:2
administrator [6] 2:6 2:13 2:23 33:19 45:20 46:7
administrators [6] 26:4 26:6 66:23 67:1 67:5 82:18
admission [1] 4:14
adult [1] 44:1
adults [2] 4:19 43:19
advantage [2] 4:10 14:9
advice [1] 45:24
advise [1] 21:16
advised [2] 7:24 88:1
advising [2] 25:13 85:24
advocate [2] 55:19 70:14
advocates [3] 36:8 57:24 57:24
affixed [1] 89:25
afraid [1] 70:2
African-American [1] 43:3
again [4] 21:23 76:9 76:10 85:14
against [1] 57:2
age [1] 18:10
agencies [2] 36:6 36:7
agenda [1] 48:7
agents [1] 21:1
agile [1] 19:11
agility [1] 35:13
ago [1] 81:1
agree [2] 56:15 60:14
aid [1] 31:4
Alabama [2] 8:12 10:4
albeit [1] 35:25
Alexander [1] 85:3
alignment [1] 43:13
allow [2] 9:18 46:23
allowed [2] 5:17 82:8
allows [1] 51:19
almost [1] 54:20
along [1] 78:12
alternate [3] 10:13 45:22 59:11
alternative [2] 33:12 33:13
always [3] 72:9 76:10 81:4
Amen [1] 84:25
America [3] 10:24 32:19 38:11
America's [4] 2:18 9:1 34:15 43:25
ANN [3] 1:0 89:25 89:25
answered [2] 26:22 45:9
answers [2] 45:5 45:6
anyway [2] 52:4 84:23
applicant [1] 46:23
application [8] 6:9 11:4 21:13 21:15 46:16 48:18 65:1 85:16
applications [1] 64:19
applied [1] 23:21
apply [2] 24:8 46:13
appreciation [1] 47:17
approach [1] 36:2
approached [1] 20:13
appropriate [1] 6:1
approval [1] 11:7
approvement [1] 11:7
area [5] 27:17 43:6 43:7 62:10 79:23
areas [4] 41:17 67:3 68:5 84:23
Arkansas [23] 1:0 1:0 3:13 3:15 3:17 5:25 7:25 8:1 22:7 23:17 28:1 45:21 48:25 70:24 73:13 77:10 80:3 84:12 84:17 89:25 89:25 89:25 89:25 89:25
art [3] 46:1 46:10 46:11
articles [1] 49:20
arts [12] 5:14 20:4 20:6 20:9 42:23 43:13 45:12 45:13 45:21 51:7 51:12 51:13
aside [1] 69:19
Asperger's [1] 12:9
aspiring [1] 67:5
assessment [1] 54:3
assessments [1] 5:1
assist [1] 29:16
Atlanta [2] 7:16 8:7
attend [1] 5:13
attendance [1] 59:13
attitude [1] 29:3
attraction [1] 70:25
attracts [1] 63:24
attune [1] 16:9
attuned [1] 17:14
attunement [2] 15:22 15:23
August [2] 40:2 40:13
autism [2] 17:25 29:22
autistic [6] 12:10 12:13 12:16 17:20 30:3 36:9
autistically [1] 16:20
automatic [1] 23:24
automatically [1] 24:2
average [1] 2:15
aware [5] 12:10 12:11 51:6 51:11 61:3
away [1] 26:7
awful [1] 31:10
B [1] 1:0
background [1] 36:16
backgrounds [1] 10:22
Bad [1] 29:3
Baptist [1] 6:20
Barbara [6] 2:22 2:22 16:11 26:16 77:5 85:19
Barbara's [1] 85:18
based [11] 4:20 10:24 13:19 16:22 16:24 28:11 38:13 43:15 46:1 65:7 76:8
bases [1] 50:18
basic [4] 44:18 76:20 76:23 76:24
basis [4] 23:11 44:16 44:17 46:6
bat [1] 81:18
Beach [1] 10:3
bear [1] 24:15
became [1] 73:13
become [2] 5:22 44:3
begin [2] 16:4 84:8
behavior [2] 5:3 5:4
behind [5] 13:16 58:10 58:25 59:1 59:8
belief [3] 48:13 56:8 56:13
believes [1] 85:20
belong [1] 39:1
belonged [1] 37:20
Benchmark [1] 29:16
benefit [1] 43:25
benefiting [1] 33:2
Benjamin [2] 9:8 9:11
Benton [1] 3:23
best [6] 7:7 34:4 35:8 40:10 56:18 69:13
bestowed [1] 32:11
BET [1] 18:14
better [11] 11:9 18:25 36:20 38:1 44:3 50:24 51:3 64:13 78:18 85:24 88:17
between [3] 20:19 26:11 68:22
beyond [1] 6:1
big [1] 35:16
bill [1] 46:3
Billy [1] 43:10
Birmingham [3] 8:12 10:4 37:15
Bishop [1] 20:14
bit [3] 14:24 50:18 86:24
bits [1] 15:5
blame [1] 79:7
Blaming [1] 19:20
Blanchett [1] 9:25
blanket [1] 86:5
blend [1] 79:24
blossom [1] 28:21
blossomed [1] 28:10
board [4] 25:5 25:14 26:11 38:20
book [1] 86:6
Boston [1] 43:6
bottom [2] 38:3 53:9
Box [1] 1:0
brain [1] 13:19
brand [1] 39:20
breaks [1] 54:6
bring [7] 6:10 16:5

23:5 24:15 40:24 49:20 72:20
broader [2] 11:11 58:22
broke [1] 28:17
brothers [1] 19:4
brought [1] 50:16
Bryant [1] 3:23
budget [2] 23:14 23:17
building [1] 20:15
bullet [1] 78:13
business [2] 37:7 37:9
c [5] 1:0 2:1 21:6 89:25 89:25
California [2] 8:9 10:2
candidates [1] 23:8
cannot [1] 64:3
capable [1] 13:13
capacities [1] 70:16
card [1] 72:25
Caroline [3] 23:19 23:20 86:6
Carolyn [1] 2:3
Carson [2] 9:8 9:11
Carter [199] 2:3 2:3 2:12 3:10 6:20 7:12 8:7 8:11 8:18 9:10 10:10 10:15 10:19 11:2 11:16 11:20 11:23 12:3 12:5 12:15 14:1 14:14 14:25 15:8 15:16 16:3 16:9 16:14 17:15 18:17 19:22 19:25 20:3 20:13 20:21 20:24 21:6 21:8 21:10 21:14 21:20 21:22 22:5 22:12 22:15 22:21 22:23 23:1 23:13 23:20 23:23 24:6 24:12 24:14 24:20 25:1 25:21 25:24 26:24 27:16 29:10 29:13 30:1 30:4 31:8 31:19 33:5 33:16 33:25 34:3 34:7 34:11 34:14 34:19 36:6 36:8 36:11 36:25 37:5 38:3 39:23 39:25 40:4 40:14 40:16 40:22 41:4 41:14 41:18 41:20 41:24 42:8 43:17 45:11 46:8 46:10 46:15 46:19 46:22 47:7 47:12 47:14 47:16 50:5 50:9 51:11 51:25 52:12 52:15 52:25 53:16 53:23 54:18 54:24 55:2 56:22 57:7 57:10 57:15 57:25 58:10 58:16 58:21 58:23 59:4 59:15 59:18 60:15 61:11 61:16 61:20 61:25 62:2 62:6 62:12 63:1 63:14 64:23 65:1 65:25 66:9 66:21 67:8 67:16 67:21 68:23 69:3 69:7 69:10 69:18 69:24 70:7 70:13 70:19 71:11 71:13 71:24 72:17 73:5 73:22 74:3 74:9 74:20 74:25 75:4 75:20 75:22 76:1 76:14 76:16 77:3 77:5 77:9 80:4 80:8 80:11 80:22 81:6 82:2 82:4 82:7 82:15 83:8 83:12 83:20 83:25 84:7 85:7 85:9 85:11 85:15 86:9 86:18 86:24 87:3 87:15 87:18 88:9 88:20
Carter's [1] 81:21
case [2] 21:2 27:21
cases [2] 56:14 81:24
catching [1] 5:10
categories [2] 4:18 30:20
category [3] 5:7 12:17 17:24
caution [1] 76:11
CCR [2] 1:0 89:25
ceiling [1] 58:14
centers [3] 20:9 74:2 84:11
Central [1] 42:15
century [1] 24:5
certain [5] 32:9 40:10 59:10 59:22 68:5
certainly [2] 13:2 60:6
certificate [1] 59:13
certification [1] 46:2
certified [5] 22:6 22:13 22:16 45:19 89:25
certify [1] 89:25
challenging [1] 53:2
chance [1] 46:23
change [4] 71:19 72:15 72:18 78:1
changed [1] 29:4
changes [2] 77:20 77:25
charge [1] 45:17
charter [40] 2:12 2:19 4:1 4:2 4:12 5:18 8:20 8:21 9:5 9:13 9:19 11:1 11:3 24:24 25:4 25:7 27:5 27:11 37:19 40:12 48:25 50:25 51:7 62:7 62:9 62:15 63:10 63:23 64:2 64:10 65:10 65:21 66:15 68:3 70:22 71:2 71:6 73:13 75:12 85:13
charters [2] 26:18 64:18
check [1] 73:18
checked [1] 47:24
child [18] 12:9 13:12 14:10 34:24 42:16 43:23 53:19 57:16 58:10 58:24 59:8 63:24 65:16 65:17 71:7 72:1 72:14 82:3
children [21] 12:13 12:17 17:7 17:10 18:2 18:5 19:14 19:17 29:9 29:16 30:14 31:16 34:15 36:13 39:1 49:10 49:15 53:13 57:23 73:16 73:17
children's [1] 51:2
chime [1] 38:23
choice [1] 83:4
choose [1] 7:10
chooses [1] 56:24
chose [2] 7:14 42:10
church [3] 6:21 6:23 6:24
churches [1] 6:16
circle [1] 84:23
circulating [1] 59:5
cited [2] 49:17 80:15
cities [2] 8:6 43:1
citizens [6] 4:18 4:19 44:1 44:2 48:25 51:3
city [6] 3:3 27:20 32:21 43:8 50:14 89:25
civil [2] 44:5 60:3
clarification [1] 85:16
class [2] 53:24 80:7
classes [1] 76:23
classic [1] 53:23
classify [1] 30:22
classroom [14] 14:20 15:18 20:15 34:1 53:18 69:17 69:19 76:20 76:23 76:25 78:15 78:16 79:4 79:8
classrooms [1] 12:23
cleaned [1] 84:1
clear [2] 58:11 85:25
Clearly [2] 54:18 54:18
climb [1] 48:22
clinic [1] 88:17
clock [1] 69:15
close [1] 52:3
code [1] 32:9
coexisting [1] 80:21
cognitive [1] 35:9
colleague [2] 42:12 42:18
colleagues [1] 2:10
college [1] 64:11
collegiality [1] 81:18
combination [1] 77:1
coming [5] 19:5 47:17 62:13 73:24 88:20
command [2] 68:24 69:1
comments [4] 3:12 12:13 36:22 88:22
commissioned [1] 89:25
commitment [3] 4:7 15:18 20:25
committed [1] 33:18
communication [4] 5:14 20:6 42:23 51:13
communities [1] 43:3
community [9] 7:1 20:4 29:22 36:6 36:7 36:9 45:12 47:20 81:17
companies [1] 39:19
company [3] 37:3 37:11 37:12
competing [1] 44:12
competitive [2] 23:11 24:8
completely [1] 33:18
complex [1] 36:19
compliance [6] 62:8 66:25 67:3 70:19 70:20 77:8
comply [3] 62:22 63:5 85:23
component [1] 66:8
computer [2] 19:1 68:7
computer-assisted [1] 89:25
concept [3] 4:12 16:18 42:20
conclusion [1] 88:21
concordant [1] 40:10
Conference [1] 1:0
confident [1] 38:12
congregations [1] 6:17
connect [1] 88:17
connecting [1] 15:24
connection [2] 43:14 43:15
connections [2] 15:6 44:15
consent [1] 72:2
consider [2] 22:24 23:3
consideration [1] 13:18
considered [1] 76:21
considering [2] 34:21 51:5
consistent [1] 40:5
constant [1] 14:16
constituents [1] 44:21
consultant [4] 3:8 23:15 23:15 80:18
contact [1] 87:19
contacted [3] 6:15 25:7 45:21
content [4] 41:17 68:1 68:25 79:23
context [2] 53:11 55:4
continuance [1] 65:7
continue [1] 29:12
continued [1] 28:21
contract [5] 56:1 87:5 88:3 88:14 88:18
contracted [1] 87:9
control [2] 57:6 57:7
conversation [1] 27:9
conversion [3] 11:1 11:3 11:6
coordinator [1] 31:9
copy [1] 61:6
corporate [4] 37:13 37:21 37:24 39:5
corporation [1] 39:7
correct [4] 11:20 74:8 82:6 82:7
correctly [1] 89:25
coteaching [2] 80:3 81:2
council [1] 49:6
counsel [1] 64:4
counselor [1] 74:18
country [2] 32:12 44:17
County [7] 3:25 82:22 82:23 89:25 89:25 89:25 89:25
couple [3] 9:4 75:15 76:23
course [5] 8:2 16:11 24:14 26:25 54:15
court [6] 1:0 5:7 5:7 9:20 9:20 89:25
cover [2] 41:17 50:17
crack [2] 30:7 58:8
cracks [9] 13:5 29:5 29:9 29:12 30:15 31:2 31:17 54:16 57:21

crazy [1] 83:20
create [6] 9:12 31:24 35:25 44:1 48:5 54:9
created [1] 44:25
creating [2] 65:13 81:15
creation [1] 9:18
creator [1] 56:24
credits [2] 84:16 84:22
cried [1] 29:17
CSR [2] 1:0 89:25
curious [1] 5:12
curriculum [9] 4:6 5:25 13:1 13:17 15:2 38:13 64:11 64:12 79:21
curriculums [1] 10:24
cut [3] 6:8 65:9 66:8
cynicism [2] 61:19 61:21
D [1] 2:1
D-e-n-a [1] 42:4
darn [1] 51:5
data [2] 37:20 37:24
database [2] 73:6 73:8
date [1] 40:3
daughter [1] 28:24
days [1] 43:2
deal [7] 18:23 45:8 61:19 61:21 66:23 68:14 81:15
dealing [3] 44:16 69:25 78:18
dealt [2] 44:19 62:9
decent [1] 34:16
decisions [1] 69:16
deep [1] 48:12
definitely [2] 7:14 23:23
definition [2] 5:5 30:17
definitively [1] 23:7
degrees [1] 59:11
demands [1] 59:25
demons [1] 75:5
demonstrate [1] 5:24
Dena [1] 42:4
department [8] 3:15 3:17 8:25 21:13 22:20 48:20 62:4 77:10
deputy [1] 2:6
describe [1] 85:17
described [3] 15:10 39:24 46:9
description [4] 6:8 50:16 50:17 53:10
descriptive [1] 3:20
deserves [2] 32:1 32:4
design [3] 4:6 19:11 50:22
designed [2] 9:22 70:10
designer [1] 9:23
designers [1] 8:21
desire [2] 13:7 67:25
detail [1] 50:1
detailed [2] 62:16 64:22
detention [8] 2:20 8:23 74:2 74:4 82:9 82:20 82:23 84:11
determine [1] 46:14
determined [1] 23:7
determiner [1] 44:24
Detroit [12] 2:24 7:17 7:21 8:8 8:18 8:22 10:1 10:3 32:18 37:15 43:5 82:17
developed [3] 8:19 8:20 41:6
developing [3] 7:2 7:23 16:25
development [4] 10:5 27:8 35:9 39:10
diagnosis [2] 19:15 28:24
difference [6] 31:21 35:16 62:2 68:19 68:21 78:17
different [8] 12:10 18:16 27:6 53:21 66:21 69:16 80:17 85:19
differentiate [1] 19:12
difficult [3] 11:6 24:7 25:2
difficulty [3] 4:24 15:3 39:2
dilemma [1] 33:21
diploma [1] 59:12
directions [1] 85:19
directly [2] 25:18 83:14
director [4] 3:6 25:15 74:12 74:19
directors [2] 25:2 25:17
directs [1] 72:18
disabilities [2] 28:8 28:9
disability [2] 17:8 78:2
disabled [1] 78:5
disagree [1] 60:22
discipline [1] 9:14
disclosure [1] 62:4
Discouraging [1] 64:14
discovered [1] 59:7
discrepancy [1] 78:2
dissent [1] 60:24
distinction [1] 2:17
district [17] 3:7 3:18 3:22 3:23 3:24 3:24 3:25 11:12 27:10 40:9 48:19 63:22 65:24 71:20 72:9 74:13 83:6
districts [9] 2:7 2:8 3:21 31:9 36:4 43:4 71:19 72:4 73:25
division [2] 30:12 62:5
Dizzy [1] 43:10
Doc [1] 14:23
doesn't [6] 29:5 46:1 57:3 68:10 79:6 81:3
done [9] 21:22 27:13 49:19 60:8 60:8 69:13 75:6 79:3 85:7
door [3] 30:5 49:3 81:25
doors [1] 81:19
double [1] 73:18
down [7] 19:14 26:12 34:12 47:22 54:6 64:15 85:2
downtown [2] 20:4 21:2
Dr [202] 2:3 2:3 2:12 3:10 6:20 7:12 8:7 8:11 8:18 9:10 10:10 10:15 10:19 11:2 11:16 11:20 11:23 12:3 12:5 12:15 14:1 14:14 14:25 15:8 15:16 16:3 16:9 16:14 17:15 18:17 19:22 19:25 20:3 20:13 20:21 20:24 21:6 21:8 21:10 21:14 21:20 21:22 22:5 22:12 22:15 22:21 22:23 23:1 23:13 23:20 23:23 24:6 24:12 24:14 24:20 25:1 25:21 25:24 26:24 27:16 29:10 29:13 30:1 30:4 31:8 31:19 33:5 33:16 33:25 34:3 34:7 34:11 34:14 34:19 36:6 36:8 36:11 36:25 37:5 38:3 39:23 39:25 40:4 40:14 40:16 40:22 41:4 41:14 41:18 41:20 41:24 42:8 43:17 45:11 46:8 46:10 46:15 46:19 46:22 47:7 47:12 47:14 47:16 50:5 50:9 51:11 51:25 52:12 52:15 52:25 53:16 53:23 54:18 54:24 55:2 56:22 57:7 57:10 57:15 57:25 58:10 58:16 58:21 58:23 59:4 59:15 59:18 60:15 61:11 61:16 61:20 61:25 62:2 62:6 62:12 62:14 63:1 63:14 64:23 65:1 65:25 66:9 66:11 66:21 67:8 67:16 67:21 68:23 69:3 69:7 69:10 69:18 69:24 70:7 70:13 70:19 71:11 71:13 71:24 72:17 73:5 73:22 74:3 74:9 74:20 74:25 75:4 75:20 75:22 76:1 76:14 76:16 77:3 77:5 77:9 80:4 80:8 80:11 80:22 81:6 81:21 82:2 82:4 82:7 82:15 83:8 83:12 83:20 83:25 84:7 85:7 85:9 85:11 85:15 86:9 86:18 86:24 87:3 87:15 87:18 88:9 88:20
draw [1] 11:10
Dreamland [4] 1:0 42:10 42:23 43:9
drives [1] 32:16
driving [1] 72:16
due [1] 43:2
duly [1] 89:25
dynamic [1] 36:19
E [6] 1:0 1:0 2:1 2:1 89:25 89:25
earth [1] 31:24
easily [2] 20:8 72:23
East [1] 1:0
Eastern [1] 2:4
ed [31] 3:17 13:1 21:13 30:24 31:3 62:5 62:8 62:17 62:20 63:11 64:8 65:3 70:5 70:15 71:8 72:2 73:23 74:12 74:18 74:20 79:16 79:17 79:21 79:22 80:6 82:11 82:19 83:2 83:3 83:11 86:19
educate [1] 34:15
educated [1] 12:18
education [30] 2:23 3:2 3:3 3:5 3:6 3:7 3:15 4:15 4:17 23:25 30:21 32:5 32:14 32:25 33:4 33:8 35:7 44:18 48:20 62:5 67:2 67:11 70:15 77:7 77:11 77:12 78:13 78:15 78:16 85:17
educational [7] 4:10 9:22 16:17 20:15 39:13 39:18 39:20
educator [3] 3:8 23:16 85:20
educators [10] 2:18 9:3 10:16 27:6 33:17 33:22 34:9 47:23 59:6 78:11
either [2] 24:22 49:25
elements [1] 41:7
eliminating [1] 78:2
email [2] 59:4 59:5
emphasis [2] 60:5 60:7
enable [1] 13:11
encountered [1] 25:23
encourage [1] 50:14
encourages [1] 81:25
endeavor [1] 48:16
ends [1] 83:16
engage [4] 15:17 15:25 16:4 45:12
engaged [3] 4:4 7:22 49:13
enroll [1] 73:17
enrollment [11] 4:14 10:25 11:10 11:15 21:24 24:24 64:2 65:21 70:21 72:1 74:10
entails [1] 63:7
entertainment [1] 43:4
entire [3] 31:6 36:1 53:10
entity [1] 37:24
environment [2] 20:8 81:16
envision [1] 50:23
equal [1] 46:23
especially [6] 4:16 10:21 18:9 67:4 70:21 73:3
establish [1] 37:7
established [1] 47:4
evaluation [1] 87:21
evaluator [1] 88:7
everybody [12] 32:1 32:4 32:12 42:14 44:3 57:18 57:19 58:25 64:3 75:9 78:10 81:17
Everybody's [1] 43:23
exactly [11] 14:14 18:17 18:18 37:22 57:8 57:25 58:3 67:7 75:2 76:14 80:1
example [2] 53:23

78:1
examples [1] 49:20
exceed [1] 22:5
excellent [3] 21:3 29:25 79:24
exceptional [1] 79:6
excuse [1] 37:16
existed [1] 71:12
existing [1] 73:7
expect [3] 87:11 88:6 88:7
expelled [1] 9:16
experience [11] 4:21 31:11 31:13 31:20 31:25 36:16 48:1 56:23 60:12 60:13 81:3
experienced [3] 4:24 26:3 49:3
experiences [4] 23:4 38:14 48:2 50:2
expert [4] 18:24 19:12 68:22 68:24
experts [1] 4:7
express [1] 47:16
expressive [1] 17:1
extremely [5] 26:3 28:11 31:22 79:18 79:22
F [1] 89:25
facility [12] 2:20 8:23 12:19 20:15 28:12 74:4 82:9 82:20 82:23 84:18 84:19 85:5
fact [7] 51:24 63:8 69:14 75:14 80:16 80:25 82:17
factory [1] 75:8
failing [2] 28:22 29:2
failure [1] 82:10
fair [2] 46:22 66:15
faith [2] 43:18 82:11
fall [9] 12:17 29:9 29:12 30:7 30:15 31:1 31:16 57:21 58:8
falling [3] 13:4 29:4 54:15
falls [1] 42:21
family [1] 7:19
fancy [1] 4:6
far [3] 7:3 63:11 75:24
fashion [1] 19:12
fax [4] 50:3 61:8 61:13 61:23
fear [1] 69:25
federal [10] 5:21 62:22 63:5 63:15 66:19 77:21 77:22 77:24 79:12 83:9
FedEx [1] 49:25
feds [2] 82:21 83:7
feedback [3] 26:25 27:1 62:19
feet [1] 82:25
fell [1] 42:19
ferret [1] 71:6
field [3] 7:7 21:1 68:7
figure [8] 15:25 16:16 36:19 48:9 53:14 53:19 54:1 54:9
figured [1] 75:6
file [1] 21:18
fill [1] 61:7
Finally [1] 83:12
finances [1] 37:2
financial [2] 23:11 37:20
finding [3] 17:18 17:21 17:25
fine [1] 50:19
finished [1] 83:10
firm [1] 20:25
first [12] 2:19 6:8 7:9 8:20 9:6 24:4 38:19 47:24 52:18 55:22 56:4 66:17
fit [6] 15:10 30:17 64:12 65:11 76:13 77:2
fits [2] 46:3 80:11
fitting [1] 83:17
five [5] 11:19 55:15 55:16 55:23 80:14
fixture [1] 45:14
flag [1] 73:7
floor [1] 58:14
Florida [5] 8:8 10:2 36:23 37:14 59:15
flourish [1] 14:23
flow [2] 23:25 24:1
focus [2] 16:25 70:4
folks [2] 36:17 45:8
follow [1] 16:11
followed [2] 8:3 25:11
Following [1] 9:11
force [1] 72:16
forcing [1] 78:10
forget [1] 70:20
forgot [1] 10:3
format [1] 49:22
former [3] 2:4 2:5 27:9
forth [2] 53:4 66:16
fortunate [2] 32:11 48:23
forward [3] 11:24 16:5 59:1
fought [1] 75:5
found [1] 70:23
four [3] 4:5 7:21 40:8
fourth [1] 52:18
Framework [1] 5:25
friend [1] 19:2
friends [1] 7:19
front [2] 33:20 50:20
fruition [1] 21:5
frustration [1] 54:6
frustrations [1] 57:2
full [6] 18:13 47:18 55:18 62:4 70:14 84:23
full-time [1] 87:12
fully [1] 48:22
function [1] 4:11
functioning [2] 12:20 14:17
fundamental [1] 60:2
fundamentally [2] 43:17 56:24
fussing [1] 59:20
future [2] 4:18 44:1
G [2] 1:0 2:1
Gainsville [4] 8:8 10:2 36:23 37:13
game [1] 73:13
gate [1] 74:15
geared [1] 31:7
GED [2] 10:5 10:12
general [12] 6:7 13:1 31:3 62:18 64:10 72:2 78:15 79:3 79:7 79:16 79:21 79:22
generally [6] 12:16 12:18 16:20 29:7 39:19 78:24
generation [2] 18:13 18:13
genius [1] 68:6
Georgia [1] 7:17
Gillespies [1] 43:10
gist [1] 37:6
given [5] 10:21 25:25 34:14 35:9 41:4
giving [1] 26:24
glad [5] 7:6 25:25 60:21 61:4 66:5
global [2] 44:7 44:13
glorified [1] 69:11
goal [4] 5:22 16:5 58:11 58:12
goals [1] 55:12
God [2] 32:11 84:4
goes [5] 26:10 34:22 63:12 72:2 80:7
gone [3] 3:14 28:16 84:12
good [19] 7:12 7:24 24:18 27:1 27:1 30:1 34:19 36:15 36:16 44:22 48:1 51:5 55:7 57:10 66:5 66:16 67:24 81:3 81:10
goodness [2] 78:6 84:5
grace [2] 32:11 84:4
grade [12] 4:25 5:22 6:1 11:25 28:19 28:23 30:9 44:24 58:11 58:12 58:17 58:18
graders [1] 58:17
grades [2] 11:18 11:22
graduated [1] 84:21
granddaughter [2] 28:6 29:1
grandmother [1] 57:23
grandparent [1] 12:8
grant [2] 24:9 24:12
granted [4] 40:11 48:24 48:25 49:12
grants [3] 23:22 23:24 24:5
grantsmanship [1] 39:11
grappled [1] 75:5
great [4] 43:14 66:16 81:14 85:11
group [11] 45:18 49:13 49:13 52:25 59:19 59:21 60:16 60:17 61:2 61:3 83:25
groups [1] 12:11
growing [1] 18:14
grudging [1] 60:8
guardians [1] 51:2
guess [2] 41:10 62:3
hand [2] 21:9 79:22
handicap [1] 79:20
handle [1] 61:18
handled [1] 37:3
handles [1] 39:8
hang [1] 64:1
happy [1] 49:25
hard [6] 66:12 66:12 66:14 67:4 70:11 71:5
Harlem [1] 43:5
Hastings [1] 43:6
hate [1] 30:11
healthy [1] 61:10
hear [1] 6:11
heard [3] 67:12 69:11 88:22
hearing [3] 3:11 6:12 21:17
heart [1] 28:17
heartbeat [1] 26:7
held [1] 48:12
help [5] 2:25 57:4 60:11 68:1 85:1
helped [1] 9:2
helpers [1] 34:8
helpful [1] 74:25
helping [3] 16:16 39:11 79:20
hereby [1] 89:25
heretofore [1] 49:3
herself [1] 77:5
hesitate [1] 50:10
Hi [1] 2:11
hidden [1] 59:6
high [9] 3:9 4:16 12:19 12:20 32:5 32:13 35:14 42:15 59:12
higher [2] 58:22 79:4
highly [2] 14:16 14:17
hire [1] 87:12
hiring [1] 23:12
historians [1] 42:25
historically [1] 4:8
history [1] 8:3
hit [4] 30:12 45:25 59:12 82:10
Holidays [1] 43:11
home [2] 24:6 49:11
homework [1] 19:2
honest [1] 84:5
hook [1] 79:9
hope [1] 5:17
hopefully [1] 53:4
hoping [2] 35:24 81:14
horrible [1] 45:3
host [1] 23:3
household [1] 19:4
Huh-uh [3] 30:18 47:15 51:25
hundred [3] 41:13 41:14 41:16
hurdles [1] 48:17
idea [5] 13:16 16:12 62:23 63:6 63:7
identified [2] 64:7 71:7
IEP [8] 13:8 29:6 71:12 71:23 72:14 74:14 75:8 75:10
IEPs [2] 73:7 73:7
immediately [1] 40:19
impact [1] 11:11
implement [1] 83:2
implemented [1] 56:10
important [4] 27:2 38:22 38:24 82:12
impossible [1] 24:8
inabilities [1] 19:21
inability [1] 17:1
inactive [1] 75:1

inapproachable [1] 48:3
incarcerated [2] 2:17 84:18
incidence [1] 4:16
incident [1] 12:18
incidentally [1] 21:4
inclined [1] 16:21
include [4] 3:22 5:4 5:8 5:11
including [2] 2:16 3:16
inclusive [3] 13:18 27:3 78:11
increase [1] 11:21
independent [2] 54:7 87:21
indicator [1] 26:1
indirect [1] 76:12
individual [2] 11:12 15:19
individualism [1] 35:7
individualize [1] 19:13
individualized [2] 15:13 54:2
influence [1] 27:25
influx [1] 74:5
information [11] 15:5 18:19 25:5 25:6 25:8 49:18 50:3 50:21 60:18 61:5 73:15
initiatives [1] 24:7
innovative [1] 8:1
input [4] 27:8 38:25 49:1 50:25
inservice [2] 63:25 64:17
inside [3] 8:22 9:3 54:8
instruction [1] 10:23
instructional [2] 18:8 54:5
intelligence [1] 13:19
intelligent [2] 14:17 68:16
intend [1] 45:12
intent [4] 3:16 3:19 21:20 25:13
Intentional [1] 46:8
intentionally [1] 31:14
interact [1] 76:25
interdisciplinary [1] 15:1
interest [4] 7:2 8:1 16:25 50:12
interested [2] 5:12 61:1
interesting [4] 42:10 44:14 78:6 83:23
international [1] 44:17
interpretation [1] 58:24
intervention [3] 29:13 78:9 79:5
involved [1] 29:21
involvement [3] 27:11 49:1 49:8
IQ [1] 76:5
isolated [1] 15:5
issue [2] 36:20 39:22
issues [3] 26:18 39:17 44:15
itself [2] 40:24 71:15
jackpot [1] 45:25
jail [12] 31:13 31:15 31:16 44:25 49:5 49:6 49:7 49:8 49:10 49:16 73:24 84:2
January [1] 40:12
jive [1] 37:23
job [3] 34:16 79:9 79:10
join [1] 84:15
jumped [1] 82:25
Justice [1] 8:25
juvenile [9] 2:20 8:23 74:2 74:4 82:9 82:19 82:23 84:11 85:5
K [1] 11:18
K-12 [2] 72:4 72:8
keep [2] 41:9 73:3
Kelso [1] 9:25
kid [18] 15:9 15:19 15:25 16:3 16:5 16:9 43:20 43:22 51:20 54:4 54:7 54:8 68:9 72:2 74:14 76:25 78:5 84:5
kids [67] 2:15 2:15 2:16 4:8 4:11 5:6 5:7 5:8 5:8 5:9 5:11 7:2 9:19 9:20 11:24 12:22 15:24 17:20 27:23 28:8 29:22 31:13 31:15 31:22 33:11 33:25 34:25 35:1 36:8 38:16 38:17 40:21 46:10 48:7 48:8 49:5 49:11 52:19 53:2 53:3 53:22 53:24 54:14 57:4 58:8 59:9 59:12 59:22 60:10 60:12 64:4 65:7 65:11 65:21 65:22 68:8 69:25 71:18 73:23 74:6 74:9 74:13 75:18 76:21 77:2 81:12 82:11
kind [19] 8:13 9:12 13:7 14:22 16:16 27:6 27:25 36:2 42:9 43:21 52:19 53:4 59:24 60:5 65:7 73:4 73:17 75:4 80:18
kinesthetic [2] 14:10 14:22
KING [3] 1:0 89:25 89:25
Kirkland [121] 2:10 2:11 2:12 6:19 9:8 11:17 13:16 13:22 13:25 14:5 14:9 14:21 17:18 17:21 17:24 18:4 18:7 18:12 18:18 18:23 19:10 19:20 19:23 20:17 20:19 20:23 21:25 22:2 22:14 22:24 23:2 24:3 24:18 28:3 28:5 29:25 32:2 32:8 32:16 33:6 33:10 33:23 34:6 34:10 34:13 34:24 35:11 35:17 35:19 35:23 36:7 36:10 36:14 39:17 41:22 42:1 42:21 44:4 46:5 46:9 47:1 47:4 51:22 52:5 52:8 52:14 53:9 54:12 54:19 54:25 55:3 56:5 56:12 56:18 56:21 57:6 57:19 57:22 58:2 58:6 58:23 61:9 61:14 61:17 61:21 66:2 66:5 67:7 67:18 67:22 68:21 68:24 69:4 69:9 69:23 70:3 70:8 71:12 71:22 72:3 72:7 72:25 73:2 73:6 73:12 73:16 75:7 77:4 77:24 78:8 78:21 78:23 79:2 80:1 80:17 81:9 81:13 83:23 84:6 84:25 85:10
knew [1] 48:11
knowledge [2] 48:1 73:11
knowledgeable [2] 70:1 77:6
known [1] 78:16
knows [2] 42:14 81:17
L [1] 1:0
labeled [2] 8:25 25:14
labels [1] 19:16
laid [2] 77:12 86:17
land [1] 59:19
language [11] 4:20 6:4 10:23 16:21 16:24 17:1 17:14 17:15 28:11 38:13 44:8
languages [1] 44:10
large [2] 6:17 33:2
last [6] 4:4 40:7 55:11 63:25 80:14 84:10
latest [1] 13:22
law [4] 9:18 46:21 59:20 68:4
learn [16] 6:12 14:12 14:19 19:8 27:23 35:2 38:16 38:17 53:13 53:14 55:8 57:4 60:24 67:20 68:1 68:8
learned [2] 31:19 84:3
learner [3] 53:11 55:4 68:1
learners [1] 18:9
learning [16] 4:7 4:24 13:23 14:2 14:5 15:17 17:12 28:8 38:14 38:15 38:18 50:12 68:10 78:1 78:5 81:16
learns [1] 53:19
least [3] 41:11 41:16 44:7
leave [3] 28:13 45:24 59:1
left [4] 49:16 58:10 58:24 59:8
legislation [5] 5:21 59:8 77:23 83:3 86:13
legislator [1] 9:14
legislators [1] 9:17
LEIGH [3] 1:0 89:25 89:25
lessened [1] 11:13
letter [4] 3:16 21:20 25:12 25:18
letters [2] 3:19 3:20
level [18] 2:14 4:25 5:23 6:1 15:25 16:3 26:4 26:6 30:9 30:9 32:20 37:4 40:9 54:5 54:6 58:12 58:12 58:18
levels [1] 44:24
Library [1] 1:0
licensed [4] 22:8 22:16 45:20 46:6
life [4] 15:8 46:10 60:12 69:14
light [1] 19:7
likes [1] 49:2
limited [1] 34:3
line [4] 38:3 42:21 53:9 83:14
lines [1] 33:20
Lisa [2] 4:3 24:23
list [2] 47:1 47:3
listen [6] 3:12 7:5 14:12 27:3 27:6 82:20
literacy [2] 43:21 44:4
literate [4] 44:8 44:10 44:11 60:13
literature [1] 50:1
live [3] 32:9 43:22 59:25
local [15] 9:2 11:7 23:12 27:7 27:17 37:4 37:10 37:21 37:25 38:20 38:22 42:12 43:14 44:20 51:3
locally [2] 27:12 39:1
locals [3] 6:13 6:14 38:23
located [1] 20:16
location [2] 6:21 20:2
locations [1] 7:15
Lonoke [3] 89:25 89:25 89:25
look [8] 7:25 15:19 38:1 38:7 65:16 66:18 67:23 83:21
looked [3] 23:17 45:16 82:21
looking [7] 11:2 20:3 23:8 24:3 42:11 53:1 53:1
looks [1] 66:15
lost [3] 25:9 55:15 55:23
lottery [1] 46:17
Louisiana [1] 11:2
love [5] 42:20 43:18 69:12 69:20 73:2
low [2] 12:17 76:6
lucked [1] 28:20
M [1] 1:0
M-a-r-s-h-a [1] 42:6
magazine [1] 51:16
magical [1] 78:14
main [3] 1:0 35:12 80:14
mainstream [4] 9:22 12:23 12:25 16:6
maintain [1] 38:7
major [3] 43:1 43:8 62:10
majority [1] 33:2
makes [2] 35:16 76:17
man [2] 84:9 84:14
management [1] 39:19
mandate [2] 56:14 56:15
mandated [2] 54:22 55:1
mandatory [1] 79:11
manifest [1] 71:14
manner [1] 18:24

Mark's [3] 6:19 6:20 20:14
markets [1] 44:13
marriage [1] 81:11
marrying [1] 79:24
Marsha [1] 42:6
masterful [1] 69:1
masterfully [1] 69:5
match [4] 18:9 53:11 77:21 77:22
math [2] 28:22 55:13
mathematics [1] 10:7
matter [6] 8:24 51:1 56:12 67:19 69:14 75:14
may [13] 16:20 22:24 23:2 26:19 40:22 50:11 50:18 65:21 65:22 68:6 68:25 70:25 86:20
mean [9] 8:6 16:17 33:17 41:7 58:16 68:10 73:10 74:15 82:21
meaning [1] 38:2
means [3] 30:16 67:17 89:25
mediation [1] 65:4
meet [9] 19:22 19:24 22:5 33:14 70:10 70:17 77:21 87:20 88:15
meeting [3] 29:14 83:18 88:23
member [1] 25:15
members [5] 6:23 6:24 25:5 25:14 60:20
merges [1] 14:2
message [1] 51:21
met [7] 6:18 52:22 56:7 57:1 57:1 57:3 84:1
methodology [2] 78:20 79:18
methods [2] 78:22 79:19
Michigan [8] 2:5 7:17 9:14 30:16 37:15 37:16 82:8 82:22
middle [1] 3:9
might [9] 11:6 13:17 14:10 26:19 27:19 27:25 45:25 64:12 64:13
migrated [1] 7:21
mind [4] 26:24 42:1 60:23 87:20
minded [1] 45:8
minimum [2] 41:11 58:12
ministry [1] 6:25
misbehaved [1] 5:2
misdiagnosed [1] 18:2
mismatched [1] 52:21
missed [1] 8:12
misses [1] 82:5
missing [2] 17:16 17:19
mix [2] 39:14 39:15
model [7] 9:5 13:25 27:22 49:17 53:4 80:3 83:17
models [1] 35:25
mom [2] 55:18 57:24
money [3] 31:4 66:19 79:13
months [2] 4:5 40:8
most [5] 12:22 51:1 56:14 56:15 77:2
mountains [1] 48:21
mouthful [1] 62:24
move [3] 7:13 31:24 58:21
moving [1] 27:20
Ms [336] 3:2 7:9 8:4 8:5 8:10 8:16 10:8 10:13 10:14 10:17 10:25 11:14 11:18 11:21 12:1 12:4 12:7 12:16 12:22 12:24 13:4 13:6 13:9 13:11 13:14 13:15 13:21 13:24 14:4 14:7 14:15 14:18 14:19 15:7 15:14 16:1 16:7 16:13 16:19 16:23 16:24 17:3 17:4 17:5 17:6 17:9 17:11 17:17 17:19 17:23 18:3 18:6 18:11 18:15 18:21 19:9 19:18 19:24 20:1 20:11 20:18 20:22 21:9 21:11 21:12 21:18 21:21 21:23 22:1 22:3 22:8 22:10 22:11 22:13 22:18 22:19 22:22 23:10 23:19 23:21 23:24 24:11 24:13 24:17 24:21 24:22 25:19 25:22 26:22 27:14 28:4 28:6 28:14 28:16 29:7 29:11 29:14 30:2 30:6 30:8 30:14 30:18 30:20 30:23 30:24 31:18 32:6 32:15 32:22 32:24 33:3 33:4 33:7 33:9 33:11 33:15 33:24 34:2 34:17 34:21 34:23 34:25 35:3 35:5 35:16 35:18 35:22 36:21 37:2 37:18 39:15 40:2 40:11 40:15 40:18 40:20 40:21 41:1 41:3 41:13 41:16 41:19 41:21 42:4 42:6 43:16 45:9 46:12 46:18 46:21 46:25 47:2 47:5 47:8 47:10 47:13 47:15 50:4 50:7 51:6 51:9 52:1 52:3 52:6 52:10 52:23 53:7 53:13 53:15 53:17 53:20 53:21 54:14 55:9 55:11 55:16 55:17 55:25 56:2 56:11 56:17 56:20 57:9 57:14 57:17 57:20 58:1 58:3 58:7 58:15 58:20 59:3 59:14 59:17 60:14 61:13 61:23 62:1 62:3 62:7 62:11 62:13 63:2 63:3 63:4 63:7 63:8 63:13 63:15 63:17 63:19 63:22 63:23 64:5 64:6 64:14 64:15 64:21 64:25 65:2 65:10 65:12 65:14 65:19 65:20 66:1 66:3 66:7 66:11 66:20 67:9 67:12 67:14 68:3 68:11 68:13 68:17 68:18 68:20 70:4 70:9 70:14 70:18 70:21 71:16 71:17 71:23 71:25 72:5 72:18 72:21 72:24 73:1 73:9 73:14 73:19 73:21 74:1 74:8 74:16 74:22 75:3 75:11 75:21 75:24 76:3 76:5 76:7 76:9 76:15 76:18 77:5 77:8 77:13 77:15 77:16 77:18 77:20 77:22 77:25 78:3 78:4 78:20 78:22 79:1 79:11 79:14 80:2 80:5 80:6 80:9 80:13 80:15 80:19 80:20 80:23 80:25 81:7 81:10 81:21 82:2 82:5 82:14 83:5 83:9 83:13 84:9 85:1 85:2 85:8 85:12 85:25 86:1 86:2 86:3 86:11 86:16 86:17 86:19 86:21 86:22 86:23 87:2 87:4 87:7 87:8 87:11 87:17 87:19 87:22 87:23 88:1 88:10 88:13 88:15 88:16
MTV [1] 18:14
multi-sited [1] 9:13
multiple [4] 13:19 18:19 18:20 44:10
multiplication [1] 30:12
museums [1] 20:9
musicals [1] 51:18
must [1] 31:7
N [2] 1:0 2:1
name [2] 42:2 43:7
names [2] 25:17 41:23
national [6] 9:5 18:1 32:20 37:10 44:16 49:17
nationally [1] 30:15
Navy [1] 84:15
near [1] 20:16
nearby [1] 3:21
necessarily [2] 17:22 69:1
necessary [1] 41:8
need [14] 4:19 29:24 31:5 35:5 41:22 46:10 48:10 56:9 59:22 59:23 74:21 74:24 84:20 87:15
needed [5] 19:6 19:13 33:1 76:22 87:13
needing [1] 30:24
needs [21] 4:16 9:15 12:8 12:9 19:14 19:22 19:24 29:21 31:7 31:23 33:14 43:23 48:9 48:10 52:22 60:5 65:17 70:11 70:17 83:19 87:20
negative [3] 30:18 47:15 51:25
Netherlands [1] 15:21
never [2] 25:10 82:15
new [10] 7:16 8:6 8:7 32:17 43:5 44:5 60:3 71:3 78:1 78:8
newspaper [1] 49:20
newspapers [1] 51:15
next [4] 2:21 2:21 43:18 79:14
nice [3] 52:10 84:13 88:15
nicely [1] 15:10
Nicks [1] 7:20
night [1] 29:15
nobody [1] 71:3
noneducator [1] 23:5
nonprofit [1] 39:12
norm [1] 81:19
North [1] 3:24
northwest [2] 52:1 52:3
notarial [1] 89:25
notary [3] 89:25 89:25 89:25
note [1] 52:15
nothing [1] 78:14
noticed [1] 36:21
now [30] 2:13 6:5 6:14 7:4 8:12 15:2 15:20 15:23 20:4 21:1 27:8 38:12 38:20 43:8 44:19 45:14 49:8 50:16 59:5 59:15 59:16 61:7 61:7 69:19 73:24 75:11 84:13 84:15 85:16 85:18
number [8] 38:18 44:25 49:24 61:13 61:25 72:10 72:12 78:24
nuts [1] 41:7
o [4] 2:1 2:2 88:24 89:25
Oakland [3] 8:8 8:10 37:15
objectionable [1] 27:20
obligation [2] 59:21 60:11
obviously [2] 50:23 51:1
off [9] 15:16 15:24 19:7 20:22 58:4 63:9 75:5 79:8 81:18
off-task [1] 5:3
offer [5] 10:4 10:11 28:17 59:11 76:19
office [6] 1:0 37:7 37:13 37:13 37:14 49:24
often [1] 72:3
old [1] 43:2
one [59] 7:13 7:15 8:22 9:5 9:6 9:24 12:3 12:4 12:15 16:10 20:4 25:13 30:20 32:20 35:11 38:19 38:19 39:7 39:12 39:12 42:8 43:8 43:19 44:20 45:15 45:23 47:24 53:19 54:19 55:12 55:25 60:3 63:2 63:23 64:9 66:12 66:13 67:3 67:3 72:10 73:22 74:13 74:22 75:12 76:5 76:7 76:16 79:17 81:9 81:13 82:3 82:5 83:22 84:10 84:12 86:7 87:13 87:15 88:1
ones [1] 70:23
online [1] 51:15
open [20] 4:13 10:25 11:10 24:24 30:5 36:3 40:3 40:12 41:2 41:3 45:24 47:19 49:4 58:21 64:2 65:20 70:21 81:19 81:25 86:12
operates [1] 37:11
operating [2] 9:24

57:13
opportunities [1] 4:10
opportunity [10] 3:11 9:12 32:4 32:13 35:24 43:24 47:19 53:3 82:1 82:16
opposed [5] 14:10 56:13 60:10 65:12 78:15
option [5] 11:9 59:2 59:10 67:6 68:4
ordered [2] 5:7 9:20
organization [2] 35:13 36:1
organizations [1] 45:21
Orleans [4] 7:16 8:6 8:7 32:17
ought [3] 36:12 45:19 52:17
ounce [1] 68:7
ours [5] 51:12 74:17 81:22 84:13 86:9
ourselves [4] 4:6 34:7 47:19 54:10
outcome [1] 82:14
outside [2] 9:21 85:4
overapplication [1] 19:16
overdiagnosed [1] 18:4
overdiagnosis [1] 19:15
oversaw [1] 3:4
oversight [2] 38:21 39:25
own [3] 44:8 48:4 88:7
P [2] 1:0 2:1
P-u-f-f-e-t-t [1] 42:5
p.m [1] 1:0
page [1] 52:16
Palm [1] 10:3
paper [1] 51:16
paragraph [2] 52:18 62:21
paragraphs [1] 86:8
Pardon [1] 47:13
parent [8] 16:15 36:23 36:24 37:3 43:19 49:7 72:1 72:9
parents [4] 29:15 51:2 58:4 72:10
parents's [2] 75:16 81:23
parley [1] 69:2
part [7] 4:22 12:24 13:2 21:15 52:1 60:22 62:20
participation [1] 49:8
particular [11] 9:23 48:6 52:15 55:4 55:5 66:13 70:10 73:23 75:13 77:10 87:20
particularly [2] 30:6 30:16
partner [1] 16:15
partnering [2] 36:3 45:7
partners [1] 34:8
partnership [1] 21:3
pass [2] 29:18 83:14
passed [1] 83:10
past [4] 28:16 48:19 83:5 83:6
pedagogy [2] 55:7 67:24
people [23] 5:15 7:1 24:23 27:7 30:5 32:8 32:10 36:18 38:5 38:6 39:1 50:11 50:13 50:25 53:5 56:15 59:7 60:21 60:24 67:23 68:16 87:8 87:11
perform [1] 43:11
performance [3] 4:25 5:13 58:13
performing [5] 20:5 42:23 43:13 51:7 51:12
perhaps [3] 23:4 26:17 51:18
permanent [1] 45:14
permit [1] 35:19
permittable [1] 45:1
persistent [2] 57:11 57:12
person [3] 45:19 70:1 79:20
personally [2] 25:7 26:7
perspective [1] 43:25
Petre's [1] 1:0
phenomenal [1] 49:15
phenomenon [1] 18:1
philosophical [1] 56:8
philosophy [1] 56:13
phone [8] 49:23 61:24 61:25 63:9 72:22 73:20 74:11 84:14
physical [3] 28:9 87:12 87:13
pick [2] 72:21 73:19
picking [1] 64:9
piece [3] 9:17 17:15 26:9
pinpoint [1] 54:3
place [8] 8:15 9:3 33:13 38:14 41:10 45:15 87:14 88:8
placed [5] 2:19 5:7 8:22 9:20 60:7
places [5] 8:13 8:17 25:12 28:2 37:16
plan [4] 11:23 62:17 87:14 88:8
plans [1] 7:13
pleased [1] 3:10
Plus [2] 4:2 24:23
poetry [1] 51:18
point [5] 19:21 24:19 59:10 79:15 85:15
poor [1] 2:9
population [3] 2:8 4:22 5:11
populations [2] 43:3 66:24
position [1] 23:9
possess [1] 35:10
possibility [1] 45:16
Post [1] 1:0
power [2] 72:13 72:16
practical [1] 46:2
Pragmatic [1] 16:23
pragmatics [1] 29:19
preapplication [1] 21:19
prep [1] 64:11
president [4] 2:14 25:15 26:12 37:12
pretty [4] 34:16 45:9 51:4 81:5
pride [1] 54:10
prides [1] 77:5
principal [7] 9:23 26:15 26:16 26:16 56:3 61:14 72:7
principals [1] 39:10
print [1] 89:25
problem [8] 40:1 67:23 73:4 81:20 81:20 81:21 81:22 81:23
problematic [1] 51:22
problems [11] 5:3 5:4 12:12 15:11 16:21 25:23 37:19 71:1 71:4 71:9 73:22
procedures [1] 79:19
proceedings [2] 89:25 89:25
process [7] 11:4 65:4 65:4 74:11 75:2 85:22 86:14
Proctor [4] 23:20 62:14 66:11 86:6
produces [1] 38:4
producing [1] 51:17
productive [1] 44:2
products [1] 38:4
profess [1] 36:15
professional [2] 39:9 81:16
professor [1] 2:4
profit [2] 39:8 39:20
program [10] 5:10 6:6 9:3 13:3 15:21 16:17 65:5 77:1 83:11 85:17
programming [8] 8:14 10:5 15:2 15:13 39:13 41:10 41:11 70:17
programs [10] 3:2 3:3 7:23 10:5 10:11 65:6 65:14 67:1 70:9 76:8
progress [2] 5:20 38:9
proliferate [1] 10:22
pronounced [1] 17:2
propose [3] 6:6 12:1 61:6
proposed [3] 3:13 20:1 60:18
proposing [4] 4:13 40:2 50:13 64:19
protocols [2] 27:16 38:6
prove [2] 84:16 84:22
provide [12] 5:18 13:7 29:8 31:5 35:6 43:20 60:21 61:5 62:17 82:11 86:22 88:3
provided [1] 3:4
provider [1] 39:20
providers [1] 39:18
provides [1] 9:15
providing [3] 6:25 33:1 83:15
provisions [1] 59:7
proximity [1] 52:9
public [38] 2:24 3:18 3:22 7:3 9:10 9:25 10:9 10:10 10:15 10:16 10:20 12:12 12:20 21:16 28:19 30:10 32:25 33:4 33:17 33:18 33:21 34:8 34:11 35:20 36:4 40:6 40:8 56:25 66:22 67:16 71:1 71:4 71:6 73:10 88:18 89:25 89:25 89:25
published [1] 25:6
Puffett [97] 7:9 8:4 10:8 10:14 10:17 11:21 12:1 12:4 12:7 12:22 13:4 13:9 13:14 14:7 14:15 14:19 15:7 15:14 16:1 16:7 16:13 16:23 17:3 17:5 17:9 18:3 18:6 18:11 18:15 18:21 19:9 19:18 19:24 20:1 20:11 21:9 21:11 23:21 24:11 24:13 24:17 24:21 26:22 27:14 28:4 28:6 28:16 29:11 29:14 30:2 30:8 30:18 30:23 31:18 32:6 32:15 32:22 33:3 33:9 33:15 34:17 34:21 35:3 35:16 40:11 40:20 42:4 42:4 43:16 45:9 46:12 46:25 47:10 50:4 52:23 53:7 53:13 53:17 53:21 55:11 55:17 56:2 56:11 56:17 56:20 57:9 57:14 57:20 58:1 58:3 58:7 58:15 58:20 59:3 59:14 60:14 79:1
Pulaski [3] 3:25 27:10 89:25
pull [1] 85:6
pull-out [1] 75:17
purpose [2] 6:12 32:3
push [1] 58:25
push-ins [1] 80:10
put [19] 5:6 5:9 9:3 9:17 23:14 27:22 27:24 31:2 34:11 38:13 53:4 72:11 72:11 74:9 75:14 79:7 87:1 87:23 87:24
putting [4] 4:5 11:4 38:8 76:12
qualifications [2] 22:4 22:6
qualify [1] 29:6
quality [4] 32:5 32:13 35:7 41:9
questions [7] 7:6 7:7 26:23 45:6 45:10 47:14 47:21
quiet [2] 7:5 19:6
quite [5] 37:23 39:5 75:13 76:6 87:25
quote [1] 44:5
R [2] 2:1 89:25
ran [1] 26:14
rather [3] 6:5 10:25 81:17
ratio [1] 12:2
rationale [1] 24:9
ratios [1] 35:15
RE [1] 1:0
reach [1] 38:11
reached [1] 50:5
read [9] 4:23 4:25

17:12 59:9 60:2 62:19 76:24 77:19 83:21
readers [2] 5:23 51:18
reading [8] 2:4 10:6 10:23 24:4 44:24 54:2 58:18 76:19
ready [2] 16:17 77:14
real [4] 15:8 72:23 74:25 81:3
realize [3] 33:20 38:5 84:8
realized [1] 82:12
really [19] 18:24 27:23 30:17 37:20 44:9 44:12 48:8 49:22 50:19 54:22 57:11 58:13 61:12 61:12 66:12 66:25 77:15 82:13 84:7
reason [5] 7:14 18:7 24:9 42:10 46:7
reasons [2] 17:12 55:25
reauthorized [1] 77:17
receive [5] 15:5 54:14 60:17 71:23 73:16
received [2] 59:4 65:8
receiving [3] 4:9 18:19 71:20
recently [1] 2:24
receptive [1] 17:1
recognize [3] 48:6 48:22 48:23
recognizes [1] 38:15
recommended [1] 13:8
reconvene [1] 72:15
reconvened [1] 72:19
record [3] 8:24 41:23 42:2
records [7] 39:4 39:5 39:6 71:18 72:23 84:20 85:6
recruiting [1] 40:19
redo [1] 77:14
reduced [1] 89:25
redundant [1] 50:19
referenced [4] 8:23 31:12 36:22 61:2
referral [1] 65:4
referred [1] 9:21
referring [1] 39:21
reflects [1] 89:25
reform [1] 24:6
regarding [2] 3:12 62:23
Reggie [2] 2:21 26:15
Reginald [1] 2:10
regional [1] 84:11
registration [1] 74:10
regs [1] 62:25
regular [2] 28:15 76:13
regulations [4] 16:12 62:23 63:6 63:16
related [2] 86:20 87:5
relevant [2] 14:5 37:25
remember [1] 46:16
repeat [1] 50:7
replicable [1] 35:25
Reporter [1] 89:25
Reporters [1] 1:0
represent [7] 6:2 38:17 42:12 59:23 59:24 60:16 60:25
represented [1] 70:6
representing [1] 4:25
represents [1] 6:18
reputation [1] 40:24
reputations [1] 47:23
request [6] 22:19 46:3 50:10 68:5 71:22 75:16
require [1] 86:20
required [6] 3:14 25:13 35:8 47:9 56:1 86:13
requirement [1] 55:10
requires [3] 21:16 46:21 55:4
requiring [1] 30:25
research [3] 13:23 38:15 42:18
researched [1] 42:13
resemble [1] 15:8
Resistance [2] 56:17 56:20
resource [5] 75:18 76:7 76:20 76:22 77:1
resources [2] 24:15 34:3
respects [1] 27:16
respond [6] 26:21 33:8 47:20 53:5 87:17 87:18
responded [1] 26:20
response [38] 10:18 12:6 13:10 14:8 15:15 16:2 16:8 18:22 19:19 20:12 27:15 30:19 32:7 32:23 34:18 35:4 37:1 40:17 47:6 47:15 51:10 51:25 52:13 52:24 53:8 54:10 54:13 64:24 65:3 69:8 75:23 76:2 76:4 78:9 79:5 80:24 83:9 86:2
responsibility [1] 65:23
responsive [5] 31:20 31:25 35:1 36:13 41:20
rest [2] 8:3 60:12
restrained [1] 57:4
result [1] 30:21
results [2] 56:19 56:19
retired [1] 2:24
Returned [1] 28:14
reveal [2] 71:11 71:13
right [82] 2:13 7:4 13:21 16:13 17:11 17:17 19:23 20:3 20:22 20:23 21:1 21:21 24:11 27:8 32:15 33:3 33:15 33:15 33:24 34:2 34:23 35:22 37:7 37:8 38:11 41:18 41:21 43:7 44:19 52:16 52:17 53:15 53:20 56:5 56:11 57:17 58:1 58:6 58:15 59:5 59:16 59:17 59:18 63:3 63:14 63:18 64:5 65:2 65:12 65:19 66:1 66:20 67:7 67:21 68:5 68:11 68:12 68:17 69:23 71:17 72:17 74:7 74:15 75:3 75:20 75:21 77:3 78:3 78:21 79:1 79:14 80:8 80:22 81:18 82:4 83:5 85:9 87:2 87:18 87:22 88:9 88:13
righter [1] 63:24
rights [2] 44:6 60:3
rise [1] 49:12
River's [1] 81:22
Rivers [139] 2:22 2:23 3:2 10:13 12:16 12:24 13:6 13:11 13:15 13:21 13:24 14:4 14:18 16:19 16:24 17:4 17:6 17:11 17:17 17:19 17:23 22:11 22:13 22:18 23:24 28:14 29:7 30:6 30:14 30:20 30:24 32:24 33:4 33:7 33:11 33:24 34:2 34:23 34:25 35:5 35:18 35:22 39:15 40:15 40:18 40:21 41:3 41:13 41:16 41:19 41:21 46:18 46:21 47:2 47:5 47:8 51:9 52:3 52:10 53:15 53:20 54:14 55:9 55:16 55:25 57:17 59:17 62:11 63:3 63:7 63:13 63:17 63:22 64:5 64:14 64:21 64:25 65:2 65:12 65:19 66:1 66:7 66:20 67:12 68:11 68:17 68:20 70:4 70:9 70:14 71:17 71:23 71:25 72:5 72:18 72:24 73:21 74:8 75:21 76:3 76:7 76:15 76:18 77:8 77:15 77:18 77:22 77:25 78:4 78:20 78:22 79:14 80:5 80:9 80:15 80:19 80:23 81:7 81:10 82:2 82:5 82:14 83:5 83:9 83:13 85:1 85:25 86:2 86:11 86:17 86:21 86:23 87:2 87:4 87:8 87:19 87:23 88:13 88:16
riveted [1] 42:16
Rock [31] 1:0 1:0 1:0 1:0 3:13 3:18 3:22 3:24 4:13 5:18 6:16 7:10 7:15 7:15 20:10 24:25 32:18 40:6 42:5 42:13 42:14 42:17 45:13 47:20 52:4 65:23 70:24 81:1 85:4 88:2 89:25
Rock's [1] 43:9
roles [1] 46:3
room [7] 1:0 47:18 75:18 76:13 76:20 76:22 77:1
roots [1] 44:18
row [1] 14:12
rule [1] 62:18
running [1] 7:23
S [1] 2:1
sacrifice [1] 82:3
Saint [2] 6:19 6:20
satellite [1] 37:14
saw [2] 77:18 80:5
says [3] 54:22 62:21 85:17
scene [1] 73:24
school [113] 2:6 2:7 2:8 2:13 2:19 3:7 3:9 3:9 3:18 3:21 3:22 3:23 3:23 3:24 3:25 4:3 4:12 4:20 5:13 5:15 5:18 5:19 7:3 8:22 8:24 9:6 9:10 9:13 9:15 9:19 9:24 9:25 10:6 10:16 10:16 11:12 12:12 13:2 15:4 16:24 20:7 24:6 24:16 26:3 26:4 26:9 27:10 27:11 27:22 28:7 28:8 28:19 29:2 29:20 30:3 30:3 30:10 31:9 31:20 31:25 33:13 33:17 33:18 33:21 34:8 34:12 35:14 35:20 37:8 38:4 38:5 38:11 39:6 39:9 39:18 40:8 42:15 45:18 45:20 48:19 49:14 49:16 50:22 51:7 52:17 55:14 55:17 55:19 55:23 55:23 56:25 59:12 61:6 63:10 63:21 63:22 64:2 64:15 65:8 65:23 66:22 67:10 71:1 71:2 71:5 71:6 71:19 71:20 71:20 73:25 74:13 83:6 88:18
school's [1] 37:9
schooling [2] 8:2 9:17
schools [38] 2:25 3:5 4:1 4:11 5:3 7:23 8:5 8:17 8:18 8:19 8:20 8:21 10:9 10:10 10:13 10:20 12:21 23:12 24:4 24:24 25:4 25:8 26:14 26:19 36:4 37:19 40:6 41:6 45:14 62:8 62:10 64:10 65:11 68:3 70:22 75:12 88:2 88:11
scratch [1] 41:6
seal [1] 89:25
searched [1] 6:15
seat [1] 68:10
seated [1] 48:12
second [3] 28:19 44:23 52:18
section [4] 11:11 29:8 43:1 54:17
securing [1] 27:4
see [24] 8:11 26:1 28:18 29:11 30:11 34:7 39:13 49:7 50:22 56:12 58:13 60:7 62:24 64:20 65:16 78:7 79:17 79:21 79:23 82:24 86:8 88:11 88:13 88:16
seeing [2] 64:13 85:13
segments [1] 36:1
segregation [1] 43:2
seldom [2] 57:1 57:3
send [1] 25:18
sending [2] 3:16 25:11
sense [1] 20:7
sensitive [2] 27:18

31:23
sent [1] 3:19
separate [1] 39:6
September [1] 1:0
serious [1] 4:24
service [4] 39:18 39:20 72:20 78:25
services [11] 6:25 13:8 30:25 62:17 75:19 76:12 82:19 83:16 86:20 87:5 88:4
serving [1] 6:25
set [8] 10:21 25:4 46:15 48:7 56:6 65:6 70:16 71:25
setting [4] 14:21 15:4 19:3 33:12
shakes [1] 78:7
shameful [1] 54:20
share [1] 51:21
shared [1] 42:19
shield [1] 64:1
short [2] 26:13 79:2
short-term [1] 74:5
shows [2] 27:23 53:5
shutting [1] 47:22
side [2] 39:7 39:8
sides [1] 39:7
signature [1] 89:25
silver [1] 78:13
simple [1] 59:24
sisters [1] 19:4
sit [5] 14:12 14:15 19:6 26:12 45:2
situate [1] 20:7
situation [6] 39:23 52:20 72:12 75:18 80:18 81:2
situations [1] 14:2
sixth [2] 29:2 55:14
skepticism [2] 61:9 61:18
skewing [1] 37:21
skills [1] 75:25
slow [1] 19:14
small [4] 19:11 35:14 75:13 75:13
smart [2] 36:18 68:16
snapshot [1] 54:9
social [1] 75:24
socialization [1] 17:23
society [3] 12:25 44:6 44:7
someone [3] 68:6 69:4 88:3
sometimes [4] 31:6 60:23 71:5 84:24
somewhere [3] 19:6 20:16 41:14
soon [1] 4:19
sorry [4] 8:9 28:5 50:7 67:14
sort [5] 7:17 27:12 60:9 85:18 86:20
soup [1] 41:7
sources [1] 18:20
Southfield [1] 37:16
spaces [1] 44:25
speak [1] 64:22
speaking [1] 84:14
special [50] 2:23 3:2 3:3 3:5 3:6 3:7 3:8 4:15 4:16 12:8 12:9 23:25 30:21 30:24 31:11 31:23 62:5 62:8 62:17 62:20 63:11 64:8 65:3 67:1 67:2 67:11 67:19 70:5 70:15 71:8 73:23 74:12 74:17 74:18 74:20 77:6 77:11 78:12 78:14 79:17 80:6 82:11 82:19 83:2 83:3 83:10 83:16 85:17 85:20 86:19
specialized [2] 9:19 66:24
specific [1] 24:20
specifically [1] 54:4
specifics [1] 50:22
spend [2] 6:5 79:12
spirit [1] 62:3
spring [2] 29:17 55:12
ss. [1] 89:25
St [1] 20:14
staff [2] 39:9 88:16
staffs [1] 36:4
standard [6] 6:3 38:7 38:10 55:10 78:9 79:4
standards [4] 5:25 47:8 59:13 83:15
standpoint [1] 67:24
start [7] 40:19 55:14 55:21 71:3 75:2 78:10 87:7
started [5] 16:11 28:22 55:22 80:13 81:1
starting [1] 55:13
state [23] 5:1 5:21 7:11 7:13 22:7 40:11 41:22 48:20 50:14 51:8 52:2 62:22 63:5 73:6 83:6 84:18 84:19 85:4 86:12 86:13 89:25 89:25 89:25
states [2] 32:19 37:11
stating [1] 42:1
statistics [1] 45:2
stay [2] 67:15 74:5
stayed [1] 69:16
Stenotype [1] 89:25
step [1] 38:18
steps [1] 3:14
still [6] 14:15 41:9 48:18 48:21 56:6 78:4
stop [2] 58:18 69:18
story [3] 83:21 83:24 85:10
straight [1] 14:12
strategies [3] 18:8 36:2 79:19
strategy [1] 15:22
street [4] 1:0 20:18 43:6 64:16
streets [1] 6:22
strict [1] 9:13
strong [4] 6:3 79:18 79:23 80:2
structure [1] 38:14
struggling [1] 53:25
student [10] 12:2 14:22 31:23 35:15 49:5 55:8 71:8 73:8 81:24 87:13
students [32] 2:9 3:9 4:15 4:17 4:17 4:23 5:1 5:2 5:14 5:15 5:22 5:24 6:2 6:17 8:2 11:11 14:11 15:3 16:20 19:8 31:12 33:7 46:13 48:2 48:14 70:5 70:25 75:15 78:24 79:25 83:16 86:19
studying [1] 40:7
stuff [4] 39:11 51:19 60:24 86:7
style [1] 35:1
submit [2] 6:9 26:2
submitted [3] 21:12 23:15 62:16
submitting [2] 21:14 48:18
subscribed [1] 89:25
suburban [1] 3:7
success [2] 55:8 85:10
successes [1] 50:2
successful [7] 13:12 27:4 43:24 44:1 48:2 48:15 83:19
such [3] 15:9 19:11 89:25
suffer [1] 17:7
suffice [1] 85:23
suggest [1] 32:24
summarize [1] 6:7
summary [2] 53:9 85:22
summer [1] 64:18
super [1] 78:14
superintendent [5] 2:7 26:8 26:11 26:14 27:10
superintendents [1] 3:20
supervise [2] 62:7 74:1
supervisor [1] 2:25
support [6] 4:20 10:15 12:11 13:7 31:5 75:19
supportive [2] 10:20 49:11
supremely [1] 38:12
suspended [1] 9:16
Syndrome [1] 12:9
system [3] 12:12 26:9 57:2
systemically [1] 81:15
systems [1] 49:11
T [3] 1:0 89:25 89:25
T-o-l-s-o-n [1] 42:7
table [4] 23:5 27:24 36:18 38:8
takes [3] 13:18 14:9 57:12
talents [1] 23:4
talker [1] 14:16
talks [2] 59:6 59:8
target [2] 4:22 11:14
targeted [3] 4:15 7:18 52:20
targeting [2] 5:16 21:25
task [5] 15:16 15:24 30:9 53:12 55:5
taught [1] 67:1
teach [5] 19:21 67:11 67:16 69:14 79:15
teacher [19] 3:8 12:2 22:3 22:22 23:16 28:20 28:23 35:14 57:3 63:10 67:9 67:25 68:22 68:25 69:6 79:8 79:16 79:17 80:18
teacher's [1] 77:4
teachers [25] 5:5 22:6 22:9 22:16 22:17 22:21 23:1 23:12 26:5 33:19 35:20 39:10 48:5 53:17 56:3 56:25 57:1 61:18 67:13 69:12 78:18 79:22 80:6 81:4 82:17
teaching [4] 48:4 69:12 69:21 81:2
technologically [1] 44:11
telephone [1] 19:1
television [1] 19:7
telling [3] 6:5 27:25 49:9
temporary [2] 71:25 72:20
tend [2] 64:8 64:10
tenuous [1] 72:12
terms [4] 6:3 39:4 45:17 45:23
territorial [2] 81:5 81:6
test [2] 29:17 29:18
text [1] 51:17
Thank [4] 7:7 73:5 85:12 88:20
thanks [1] 47:16
theater [1] 51:18
theirs [1] 74:23
theme [1] 42:22
themes [1] 43:14
theory [2] 13:19 13:20
therapist [1] 87:12
therapy [1] 87:14
thereafter [1] 89:25
thinking [7] 18:15 43:12 43:12 57:15 57:18 71:2 80:12
third [5] 28:23 52:18 58:16 58:17 58:18
thorough [1] 66:8
thought [10] 11:5 11:5 11:9 20:6 41:5 49:15 77:18 85:21 86:24 86:25
three [8] 3:10 4:4 7:21 28:10 40:7 53:25 55:17 66:22
thrived [1] 7:3
thriving [1] 75:19
through [19] 3:14 10:8 11:19 13:5 23:25 24:1 29:4 29:9 29:12 30:7 30:15 31:2 31:17 48:16 54:15 57:21 58:8 82:21 84:12
times [6] 15:2 33:21 55:18 67:13 71:24 78:17
Title [1] 31:3
today [4] 3:12 19:8 43:22 44:21
together [7] 2:15 4:5 23:14 26:12 77:11 81:24 82:6
Tolson [103] 8:5 8:10 8:16 10:25 11:14 11:18 20:18 20:22 21:12 21:18 21:21 21:23 22:1 22:3 22:8 22:10 22:19 22:22 23:10 23:19 24:22 25:19 25:22 36:21 37:2

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transactions [1] 37:9
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transformed [1] 2:18
translation [1] 25:10
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understands [1] 27:12
understood [4] 28:21 30:9 78:12 86:25
unfolding [1] 65:2
Unfortunately [1] 57:22
unhappy [1] 75:17
unique [5] 9:12 10:21 35:6 70:10 70:25
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university [8] 2:5 20:20 20:22 23:16 48:4 67:2 69:20 69:20
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variety [3] 23:8 37:11 73:25
version [2] 51:15 51:16
vice [1] 2:13
vicinity [1] 4:2
view [1] 44:4
viewed [2] 26:19 27:19
viewpoints [1] 45:23
visited [1] 25:19
voices [1] 27:3
volume [1] 63:2
wait [2] 43:23 48:8
waiting [2] 47:1 47:2
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welcome [4] 30:5 36:11 39:25 49:1
well-being [1] 49:14
West [1] 10:2
Whereas [1] 19:5
WHEREFORE [1] 89:25
whole [1] 32:3
wide [1] 3:3
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withholding [1] 66:19
within [2] 2:19 5:19
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wonderful [1] 28:20
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Objective Two Criteria and Proof

AP

This undated photo on VampireFreaks.com is one of dozens reportedly showing Kimveer Gill in poses with weapons.

gunman was shot to death at Dawson.

He said on the site that he was drinking whiskey in the morning and described his mood the night before as "crazy" and "postal."

"Whiskey in the morning, mmmmmm, mmmmmmmmm, good !! :)," he wrote.

At another point, he said he liked to play "Super Columbine Massacre," an Internet-based computer game that simulates the April 20, 1999, shootings at the Colorado high school by two students who killed 13 people and then themselves.

"His name is Trench. you will come to know him as the Angel of Death," he wrote on his vampirefreaks.com profile. "He is not a people person. He has met a handful of people in his life who are decent. But he finds the vast majority to be worthless, no good, conniving, betraying, lying, deceptive."

DeSousa

He wrote that he hates jocks, preppies, country music and hip-hop.

"Work sucks ... school sucks ... life sucks ... what else can I say? ... Life is a video game you've got to die sometime," he added.

Below a picture of Gill aiming the barrel of a gun at the camera there's the inscription: "I think I have an obsession with guns ... muahahaha."

"Anger and hatred simmers within me," said another caption below a picture of Gill grimacing.

He wrote that he is 6-foot-1, was born in Montreal and is of Indian heritage. He said his weakness is laziness and that he fears nothing. Responding to the question, "How do you want to die?" Gill replied "like Romeo and Juliet — or in a hail of gunfire."

A neighbor who lives across the street from Gill said he was a loner.

"There were never any friends," Louise Leykauf said. "He kept to himself. He always wore dark clothing."

Another neighbor, Mariola Trutschnigg, said she noticed a changed in appearance in recent months when he "started wearing a mohawk and black clothes."

Stephen Harper said Thursday. "Our primary concern right now is to ensure the safety and recovery of all those who were injured."

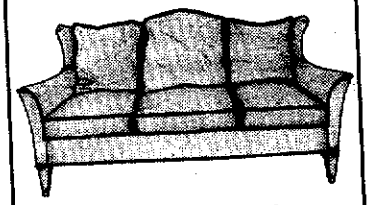
Flags flew at half-staff at government buildings across Quebec.

Danny Ledonne, the creator of "Super Columbine Massacre," posted a message of condolence on his site. "I am, like most, saddened by the news of the recent shooting at Dawson College. I extend my condolences to those affected by this painful event," Ledonne wrote.

Dawson, with about 10,000 students, was the first English-language institution in Quebec's network of university preparatory colleges when it was founded in 1969. It was closed until Monday.

Information for this article was contributed by Rob Gillies of The Associated Press.

Superior Quality Leather Sofas



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Intent to File a Petition to Operate an Open Enrollment Charter School Public Hearing Notification

The Carter, Reddy and Kirkland Human Services, Incorporated will hold a Public Hearing on Tuesday, September 26, 2006 at 2:30 P.M. in the Central Arkansas Library Main Branch located at 100 Rock Street; Little Rock, AR 72201 regarding a petition to the Arkansas State Board of Education to operate an Open Enrollment Charter School.

The purpose of the Public Hearing is to inform the public and gather information regarding the proposed school, **The Dreamland Academy for Fine and Performing Arts**. The school's anticipated opening date will be August 2007. Plans call for the target population to be at risk, general population, and artistically inclined students in grades K-5 with an additional grade each subsequent year.

Public input is actively being solicited. Written comments may be sent to **6604 NW 9th Blvd., Gainesville, FL 32608** and must be postmarked by **September 18, 2006.**

If special accommodations are needed please contact Reginald Kirkland at (313) 587-5364, or the CALS main branch at (501) 918-3000.

"Use of Central Arkansas Library System meeting facilities does not constitute endorsement of the beliefs, viewpoints, policies or affiliations of the user by the library board or staff."

cals sometimes fizz through the 6- to 8-inch thick concrete cap along a seam down the middle of the building.

"They took one look at this place and it scared them," Ezell said of potential buyers.

Much of the contamination took place in the 1970s and 1980s before strict environmental laws were on the books. Cedar Chemical inherited a number of problems from the original operators, Ezell said.

In 1972, Ansul sold the plant to Eagle River, which later merged with Vertac Chemical Corp. Cedar Chemical bought the plant in 1986 and began producing Propanil and other chemicals made to order for other companies. The chemicals were sent to Cedar to be mixed at the plant.

The Environmental Quality Department, then the Arkansas Department of Pollution Control and Ecology, ordered the company to stop disposing of hazardous waste in treatment ponds in 1987. Four years later, it ordered the company to investigate what cleanup was needed.

The company then sued Helena Chemical and Wormald — the successor to Ansul — one of the three companies named in the 2006 lawsuit. The lawsuit resulted in a 1992 cleanup of two areas where 176 barrels of chemicals had been buried.

Cedar Chemical went bankrupt in March 2002 and aban- because it would cost $[illegible] million to purchase and clean up the site versus $70 million to build a new plant.

The department has pegged the minimum cost of cleaning the site enough to allow a new business to operate there at $8 million.

"MLH wants to come on-site and do some limited investigation, they would look at how and whether they could treat the soil. That level of work hasn't been done yet. That'd be our next step," Benefield said.

Before the lawsuit began to take shape and before MLH made its offer, the department was planning to use $6 million to $9 million from its Remedial Action Trust Fund Act funds to remove six buildings on the site and sell the scrap metal as well as to start cleaning the site itself, Benefield said.

State sites pose health threats, but do not rank high enough to be placed on the EPA's national priority list of Superfund sites.

The state has about $11 million to spend on trust fund projects, money that comes from fines imposed for environmental infractions. The program started in 1985.

The department has identified about $3 million in future cleanup costs at roughly two dozen sites on the list.

The department always tries to find the parties responsible for the pollution to get them to

Advertisement

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SOFAS, LOVESEATS & CHAIRS, TOO!

Broyhill is restyling their line for Fall.

Ferguson's is selling out all their discontinued covers & frames at HALF PRICE - FACTORY DIRECT ... unbelievable, but true!

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THEY SAID "YES!"

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All sizes of these models available at *HALF PRICE!*

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a full day of AP courses," James said. "And those methodologies and practices that they are learning in training throughout the summer transfer to all their courses."

Beene of the state Higher Education Department predicted that as the number of students taking Advanced Placement courses increases, the number of college freshmen in the state who need to take remedial courses will decrease. Last year, more than half of the state's public college and university freshmen needed to take at least one such catch-up course, for which they cannot earn college credit.

Curtis Dwight Flournoy, a senior at Mills University Studies High School in the Pulaski County Special School District, said Advanced Placement courses have already given him the "ability to think at a college level."

He said he participated in classroom activities at Mills he could never have experienced in a "regular" high school class. He mentioned his Advanced Placement biology course, where he was able to change the DNA of an organism to make it iridescent like a jellyfish.

Since his sophomore year, Flournoy has taken 10 Advanced Placement courses at Mills and expects to enter college next year with enough credits to enroll as a sophomore.

James said he expects "academically rigorous" courses to continue to pay dividends.

"The end result will be that we will have a better educated populace in the state of Arkansas," he said, "which will continue to grow the economy and hopefully bring some continuing and prosperous jobs to the state of Arkansas."

g abducted son

der wound and released. Their names were not made public.

Police consider the crimes connected, based on descriptions of the assailants provided by the woman companion and the sister.

Taylor is Myers' son from a previous relationship. Myers is not related to Taylor's 21-year-old sister. Myers has been married to his wife, Joyce, for more than 20 years, his spokesman said.

basis to report important quality measurements from their offices, Medicare officials said. In coming years, those measurements will be refined and improved, which could lead to potential breakthroughs in care.

"We're trying to go from a system that is completely blind to what goes on in the doctor's office to one that is highly informed and very helpful to the practicing doctor and to the beneficiary through transparency and quality measures," said Peter Bach, a senior adviser at the Centers for Medicare and Medicaid Services.

The government already gives hospitals more money to submit certain quality measurements. For example, Centers for Medicare and Medicaid Services measure how often hospitals give heart attack patients aspirin upon

than "as a mechanism to increase payments" to doctors.

"It looks like the Medicare program has played games and used demonstration projects, whose legitimate purpose is to test new and innovative ideas for delivering health care, for questionable purposes," Grassley added.

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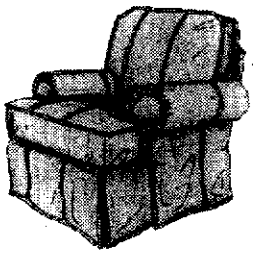

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A free report has just been released that reveals an amazing and virtually painless way to eliminate back pain...this treatment has been embraced by thousands of caring and competent doctors across the country. To receive a copy of the free report that explains how it works and how to find a doctor willing to see if he or she can help you, call the toll-free, 24 hour recorded message at 1-800-699-6945 or go to www.spinecareinfo.com

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Objective 20 Documentation: Wilson Community Development Corp.
Statement of Equity

Equal access and equal treatment will be ensured by Wilson Community Development Corporation for all Dreamland Academy of Performing and Communication Arts' students, parents, community representatives, and employees. Wilson will ensure that all elements of the Dreamland Academy of Performing and Communication Arts will adhere to all sections of the Civil Rights Act of 1964, including Titles VII and IX, section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act, 2003.

As a matter of principle, Wilson Community Development Corp. complies with all federal, state, and local laws including ESEA, IDEA and any other pertinent law related to equal access and equal treatment.

In addition, governing board policies address sexual harassment and gender discrimination issues. Wilson Community Development Corp.'s Board policies also ensure that students will have equal access and equal treatment for minorities, the physically challenged, and the non/limited English speakers, regardless of race, ethnicity, or gender. Wilson Community Development Corp. will adhere to all court-ordered requirements in Arkansas related to racial balance and representation of students in percentages ordered by the court.

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Response To Legal Comments:
Documentation of Wilson Community Board Membership
Carolyn J. Carter
Raahul C. Reddy

WILSON COMMUNITY DEVELOPMENT CORPORATION
2906 E. Monroe Street
Phoenix, AZ 85034
Agenda/Minutes of Meeting
July 01, 2006

Call to Order 9:30 AM
Present: Mercedes Robles, Dr. Brendly Clark, Ahualisa Cano (telephonically)

Item I New Business

1. **Resolution Adoptions**

Resolution 1:

WCDC will expand its area of concentration to include but not limited to Arkansas for community development.

Resolution 2:

WCDC has accepted the nomination of Mr. Raahul Reddy and Dr. Carolyn Carter, Ph.D. as a board members and project overseer of the Dreamland Academy Project.

Resolution 3:

WCDC will work in conjunction with CRK, CR and Assoc. to bring forth Dreamland Academy located in Arkansas. WCDC will act as the fiscal agent in this venture until such time when an alternative source is identified or WCDC is contracted for an additional period of time.

Resolutions attached.

Item 2 Old Business

1. **Review/Affirm duties, responsibilities and authority of Executive Director reconciling outstanding agency business- Reorganization meeting scheduled for August 24, 2006.**
2. **Future items to be discussed at next planning meeting to be held in September 2006: Strategic Planning for agency direction.**

Adjourned: 12:30 PM

WILSON COMMUNITY DEVELOPMENT CORPORATION
2906 E. Monroe Street
Phoenix, Az 85034
Resolution to Ratify Board of Directors Actions

WHEREAS, the actions by the Board of Directors from July 1, 2006, have been duly presented to the Board members at a Board members' meeting duly called and assembled, be it:

RESOLVED, that the Board members of the Corporation do hereby ratify and affirm all actions of the Board of Directors and Executive Director as presented to the Board members.

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary and the custodian of the books and records of Wilson Community Development Corporation, a corporation duly formed pursuant to the laws of the state of Arizona and that the foregoing is a true record of a resolution duly adopted at a meeting of the July 1, 2006 and that said meeting was held in accordance with state law and the Bylaws of the above-named Corporation on July 01, 2006 and that said resolution is now in full force and effect without modification or rescission.

Resolution 1:
WCDC will expand its area of concentration to include but not limited to Arkansas for community development.

Resolution 2:
WCDC has accepted the nomination of Mr. Rashul Reddy and Dr. Carolyn Carter, Ed.D. as board members and project overseer of the Dreamland Academy Project, exclusively.

Resolution 3:
WCDC will work in conjunction with CRK, CR and Assoc. to bring forth Dreamland Academy located in Arkansas. WCDC will act as the fiscal agent in this venture until such time when an alternative source is identified or WCDC is contructed for an additional period of time.

IN WITNESS WHEREOF, I have executed my name as Secretary of the above-named Corporation this July 01, 2006

Ahnalisa Cano
Interim-secretary

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

December 28, 2006

Dr. T. T. Pope
229 A Street
Magnolia, AR 71753

Re: Notice of Appeal/State Board Meeting - New Date and Time
Montgomery Academy

Dear Dr. Pope:

Your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Magnolia School District will occur at the State Board's meeting of January 17, 2007. The meeting will begin at 8:30 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

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 John H. Moore, Magnolia School District
Superintendent Mark Keith, Stephens School District
Superintendent Darrell D. Porter, Smackover School District
Superintendent Gary Wayman, Junction City School District
Superintendent Gary Hines, Emerson-Taylor 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
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Education

Dr. T. Kenneth James, Commissioner

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December 14, 2006

Dr. T. T. Pope
229 A Street
Magnolia, AR 71753

Re: Notice of Appeal/State Board Hearing
Montgomery Academy

Dear Dr. Pope:

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 Magnolia School District has been received, and a hearing on your application will occur at the State Board's meeting of January 8, 2007. 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 John H. Moore, Magnolia School District
Superintendent Mark Keith, Stephens School District
Superintendent Darrell D. Porter, Smackover School District
Superintendent Gary Wayman, Junction City School District
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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

MAGNOLIA PUBLIC SCHOOLS

1400 High School Drive
P. O. Box 649
Magnolia, Arkansas 71754-0649

Dr. John H. Moore
Superintendent of Schools

(870) 234-4933 · Fax (870) 234-7385
E-Mail: jmoore@magnolia.scsc.k12.ar.us

October 12, 2006

Mr. Scott Smith, Attorney
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, Arkansas 72201

Fax#: 501-682-4249

Dear Mr. Smith:

I am informed by Mary Ann Brown, Arkansas Department of Education Charter Schools Program Director, that I should respond to your office regarding the proposed Charter School in Magnolia.

I and members of the Magnolia School Board received a written invitation to an informational organization meeting for the Montgomery Academy to be located here in Magnolia.

I did not attend the meeting nor did any member of the Magnolia School Board. We have not received a copy of their charter school application. I have no knowledge of charter school regulations; therefore, I did not know the board was to act on their application. We also did not know that a charter school application had been made by the Magnolia Academy.

The next regular scheduled board meeting is November 6, 2006. The charter school application can be placed on that agenda. It might help to have a copy of the application for the board to consider.

If we need to do anything else on this issue, please let me know.

Sincerely,

John H. Moore

John H. Moore

RECEIVED
OCT 16
CHARTER SCHOOL OFFICE

ls

cc: Mary Ann Brown, Arkansas Department of Education Charter School Program Director

The Magnolia School District does not discriminate on the basis of race, color, national origin, sex, age, religion, qualified disability or veteran.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

OFFICE OF GENERAL COUNSEL

October 18, 2006

Dr. John Moore
Superintendent
Magnolia School District
1400 High School Drive
P. O. Box 649
Magnolia, AR 71754-0649

Dear Dr. Moore:

I am in receipt of your letter dated October 12, 2006, concerning the proposed charter school in the Magnolia area, Montgomery Academy. You indicated in your letter that you do not have a copy of the proposed charter school application. Please find enclosed a copy of the Montgomery Academy application which was submitted to the Department of Education's Charter School Office.

Should you have any questions, please contact either Mary Ann Brown, Charter School Program Director, or myself at your convenience.

Sincerely,

Scott Smith (fw)

Scott Smith
General Counsel

SS:law

Enclosure

cc: Mary Ann Brown, Program Director ✓
Charter School Office w/out enc.

RECEIVED
OCT 18 2006
CHARTER SCHOOL OFFICE

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

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MAGNOLIA PUBLIC SCHOOLS

1400 High School Drive
P. O. Box 649
Magnolia, Arkansas 71754-0649

(870) 234-4933 · Fax (870) 234-7385
E-Mail: jmoore@magnolia.scsc.k12.ar.us

Dr. John H. Moore
Superintendent of Schools

November 7, 2006

Ms. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

FAX #: 501-371-3514

Dear Ms. Brown:

At the regular meeting of the Magnolia Board of Trustees, the Board voted 5-0 to deny the proposed Montgomery Academy Open-Enrollment Charter School in Magnolia, Arkansas.

Some of the identified reasons for the Board's vote to deny the Montgomery Academy Open Charter School Application are:

1. The proposed curriculum is not specifically stated.
2. The sixth grade pre-algebra is only computer instruction driven.
3. Tutorial assistance for children is unidentified.
4. The governance structure of the charter school is limited in description and scope.
5. The support assessment for the charter school is not a part of the application as the document stated it to include.
6. The application provides no requirement for the teaching staff to meet the *No Child Left Behind* requirement for each child to be taught by a Highly Qualified Teacher.
7. The application for the Montgomery Charter School is not an original application. Located on Pages 7 and 12, the application refers to the Little Rock community and the Little Rock School District. Page 18 refers to the Montgomery Academy as the Hope Academy.
8. The many inaccuracies in the application leads to a concern regarding the quality of service the children might receive at such an institution.
9. The loss of student enrollment to the charter school could cause a significant financial drain on the revenues of the Magnolia School District.

RECEIVED
NOV 13 '06
CHARTER SCHOOL OFFICE

The Magnolia School District does not discriminate on the basis of race, color, national origin, sex, age, religion, qualified disability or veteran.

Thank you for allowing the Magnolia School Board the opportunity to respond to the charter school application. We believe the children in Magnolia can best be served in the Magnolia Public Schools.

Sincerely,

Mike Waters, President
Magnolia School Board

cc: Scott Smith, Chief Counsel
Arkansas Department of Education

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 11, 2006

Dr. Talben T. Pope
Montgomery Academy
229 A Street
Magnolia, AR 71753

Dear Dr. Talben T. Pope

Enclosed you will find a copy of a letter from Magnolia Public Schools. In the letter, the Magnolia Board of Trustees voted 5-0 to deny the proposed Montgomery Academy Open-Enrollment School in Magnolia, Arkansas.

Please notify the Arkansas State Board of Education c/o Mary Ann D. Brown at the Charter School Office by certified mail within ten (10) days of receipt of this letter should you wish to exercise your right to an appeal before the State Board.

Response 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

Respectfully,

Mary Ann D. Brown
Program Director

MAB/ms

Enclosure: Copy of Letter of Denial from Magnolia Public Schools.

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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MAGNOLIA PUBLIC SCHOOLS

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P. O. Box 649
Magnolia, Arkansas 71754-0649

(870) 234-4933 · Fax (870) 234-7385
E-Mail: jmoore@magnolia.scsc.k12.ar.us

Dr. John H. Moore
Superintendent of Schools

November 7, 2006

Ms. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

FAX #: 501-371-3514

Dear Ms. Brown:

At the regular meeting of the Magnolia Board of Trustees, the Board voted 5-0 to deny the proposed Montgomery Academy Open-Enrollment Charter School in Magnolia, Arkansas.

Some of the identified reasons for the Board's vote to deny the Montgomery Academy Open Charter School Application are:

1. The proposed curriculum is not specifically stated.
2. The sixth grade pre-algebra is only computer instruction driven.
3. Tutorial assistance for children is unidentified.
4. The governance structure of the charter school is limited in description and scope.
5. The support assessment for the charter school is not a part of the application as the document stated it to include.
6. The application provides no requirement for the teaching staff to meet the *No Child Left Behind* requirement for each child to be taught by a Highly Qualified Teacher.
7. The application for the Montgomery Charter School is not an original application. Located on Pages 7 and 12, the application refers to the Little Rock community and the Little Rock School District. Page 18 refers to the Montgomery Academy as the Hope Academy.
8. The many inaccuracies in the application leads to a concern regarding the quality of service the children might receive at such an institution.
9. The loss of student enrollment to the charter school could cause a significant financial drain on the revenues of the Magnolia School District.

RECEIVED
NOV 13 2006
CHARTER SCHOOL OFFICE

The Magnolia School District does not discriminate on the basis of race, color, national origin, sex, age, religion, qualified disability or veteran.

Thank you for allowing the Magnolia School Board the opportunity to respond to the charter school application. We believe the children in Magnolia can best be served in the Magnolia Public Schools.

Sincerely,

Mike Waters, President
Magnolia School Board

cc: Scott Smith, Chief Counsel
Arkansas Department of Education

7005 1160 0002 4473 7412

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NOV 15 2006

Sent To Dr. Talbert T. Pope
Street, Apt. No.; or PO Box No. 225 A Street
City, State, ZIP+4 Magnolia AR 71753

PS Form 3800, June 2002 See Reverse for Instructions

Montgomery Academy
227 A-Street
Magnolia, AR 71753

Ph# 870-234-8310

November 27th 2006

Arkansas Department of Education
Ms. Mary Ann D. Brown
Program Director, Charter School
4 Capitol Mall, Room 305-B
Little Rock, Arkansas 72201

Dear Ms. Brown,

Please notify the Arkansas State Board, that the Montgomery Academy wish to exercise it's right for an Appeal before the State Board. The Montgomery Academy has a strong interest in helping develop a Top Flight Charter School.

We feel a strong conviction and a sense of overwhelming need for the Montgomery Academy School in our Community.

Respectfully ,

Dr. T. T. Pope
Program Director

RECEIVED
NOV 30 2006
CHARTER SCHOOL OFFICE

SMACKOVER PUBLIC SCHOOLS

Darrell D. Porter, Superintendent
1406 Lisbon Road, P.O. Box 109
Smackover, Arkansas 71762
Phone: 870-725-3132 Fax: 870-725-2385

COPY

December 18, 2006

RECEIVED
DEC 20 2006
CHARTER SCHOOL OFFICE

RECEIVED
ATTORNEY'S OFFICE
DEC 19 2006
DEPARTMENT OF EDUCATION
GENERAL DIVISION

Diane Tatum, Chair
State Board of Education
P.O. Box 6869
Pine Bluff, AR 71603

Dear Ms. Tatum:

We would like to partner with the Magnolia School District in asking the State Board of Education to deny the proposed Montgomery Academy Open-Enrollment Charter School in Magnolia, Arkansas.

Some of the identified reasons to deny the Montgomery Academy Open Charter School Application are:

1. The proposed curriculum is not specifically stated.
2. The sixth grade pre-algebra is only computer instruction driven.
3. Tutorial assistance for children is unidentified.
4. The governance structure of the charter school is limited in description and scope.
5. The support assessment for the charter school is not a part of the application as the document stated it to include.
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7. The application for the Montgomery Charter School is not an original application. Located on Pages 7 and 12, the application refers to the Little Rock community and the Little Rock School District. Page 18 refers to the Montgomery Academy as the Hope Academy.
8. The many inaccuracies in the application leads to a concern regarding the quality of service the children might receive at such an institution.
9. The loss of student enrollment to the charter school could cause a significant financial drain on the revenues of the Smackover School District #39.

Thank you for allowing the Smackover School District the opportunity to respond to the charter school application. We believe the children in Smackover can best be served in the Smackover Public Schools.

Yours in education,

Darrell D. Porter
Smackover School District

Cc: Scott Smith, Chief Counsel
Arkansas Department of Education

RECEIVED
ATTORNEY'S OFFICE
DEC 19 2006
DEPARTMENT OF EDUCATION
GENERAL DIVISION

MONTGOMERY ACADEMY

225 A St. Magnolia, AR 71753

LETTER OF INTENT

July 27, 2006

Mary Ann D. Brown
Program Director Charter Schools
Arkansas Department Of Education
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Ms. Brown:

Please accept this letter of intent to submit a start-up charter school application on or before July 31, 2006 by 4:30 p.m.

Name of eligible entity: (IRWOF) Foundation

Arkansas Congressional District Number: 4th District

IRWOF Foundation is a non-profit organization and is taxation under Section 501(c) (3) of the Internal Revenue Code. IRWOF Foundation was founded in 1989 by Dr. Talben T. Pope and is currently located in Alexandria and Bossier City, Louisiana. Dr. Pope recently opened up a third location in Magnolia, Arkansas; where he plans to charter the Montgomery Academy at 231 "A" Street Magnolia, Arkansas.

The Montgomery Academy will cater to students in grades 5-8th. The Academy will help build self-esteem to promote and encourage students to excel in career objectives. The school will be sensitive to strengthen relationships, families, and communities. The school will work closely with the school district to ensure the lines of communication and the testing of the students.

Contact Person:
Dr. Talben T. Pope
225 "A" Street Magnolia, AR 71753
Daytime Telephone: (870) 234-8310
Fax: (870) 234-8368
E-mail: drttpope@aol

Thank you,
Dr. Talben T. Pope

RECEIVED
JUL 31 2006
CHARTER SCHOOL OFFICE

FedEx Express **US Airbill**

FedEx Tracking Number 8596 8988 5197

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Senders 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 Dr. T. T Pope Phone (870) 234-8368

Company Ed. Consultia, Inc / Montgomery Academy

Recipient's Address 229 A Street
We cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept./Floor/Suite/Room

Address
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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*
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- [ ] FedEx Box
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- [ ] Other

* Declared value limit $500.

6 Special Handling — Include FedEx address in Section 3.

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- [ ] **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.

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Total Packages	Total Weight	Total Declared Value†
1		$ .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.

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519

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November 15, 2006

Dr. T. T. Pope
Montgomery Academy
229 A Street
Magnolia, AR 71753

Dear Dr. Pope,

This letter is to inform you of the completion of the evaluation of the application for Montgomery 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: Montgomery Academy Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Montgomery Academy

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

Status of 501(c) (3) Application No letter indicating status is in the application

Comments:
Sponsoring entity is Education Consortia, Inc. by and thru Great River Academic Center for Excellence. Further clarification regarding the three entities relationship is needed.

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 2.5/10

Strength:
There is an indication that a public hearing was held.

Weaknesses:
There is no attached information about the attendees, any presentations or any other evidence about the meeting. There is evidence of an attachment which resembles a newspaper ad, however, not very legible. Is this how the ad appeared it the newspaper? Is there an invoice from the newspaper to show when the ad ran? No evidence of support or sign in sheet. How many attended the meeting? What was the outcome of the public hearing?

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 2.5/10

Weaknesses:
There are copies of announcements, but they do not meet the minimum size requirements. There is no invoice or other evidence of the size or date of the publication of the announcements. There is no evidence that the notice did not appear in the legal or classified sections of the newspaper.

There is an "Intent to File a Petition to Operate Enrollment Charter School Public Hearing notification" but it is not dated, and there is no indication of the context of this document or who received it.

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

Strength:
Basic information about board duties is included. It is unclear how the members will be recruited to continue to represent the range of expertise and backgrounds identified.

Weaknesses:
The election process for President, Vice President, Secretary and Treasurer is not clearly identified. What will be the length of time served by the Board members? How many members will the Board consisted of? Of whom?

Parental involvement is minimal. There is little input from parents about curriculum, policies, practices, or teaching staff at the school. Signing a parental compact is not the same as having input into the leadership and decision-making functions of the school. No "parental Agreement Form" was found in the packet.

Much seems to be expected of the community given the minimal input the community is projected to have into the leadership and decision-making functions of the school.

Will the parent coordinator be paid or volunteering? If paid, where is the salary for the position in the budget? 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 6/10

Strength:
A mission statement is included in the application.

Weakness:
The mission statement lacks details about the uniqueness of the educational experience students can expect in this educational environment. Some of the basic elements such as who, what, when, where and how, are not available.

OBJECTIVE 5

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

Average Score 7/10

Strengths:
Basic data included for Benchmark Examination. 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:
This section of the application would have been strengthened by the inclusion of data for comparison with other districts in the region or with statewide comparison data. The table of data would also be more powerful if there had

been an indication of the number of students represented at each grade level, and indication that the numbers presented were for percent of students falling into each category.

Why would the Academy located in Magnolia assure parents that it will make "every effort possible to meet the needs and desires of students and parents of the Little Rock Community", as stated in the application?

No mention of other ethnic populations such as, Hispanic students in the Magnolia School District.

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.

Teaming across disciplines is planned and the need for professional development is recognized.

Weaknesses:
No explanation is given regarding 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? How will the results be used to guide instructional practices?

How many days will the school year comprise? What does approximately 179 mean?

Although there is extensive information on programs, there is little that ties the programs to the specific needs and goals of the children targeted by this school.

According to the application the teachers will not necessarily be certified, and there is no direct assurance that the lead teacher will be certified. There will be substantial need for ongoing professional development for the teachers in order to create a curriculum out of these programs.

Which major 3 or 4 techniques will Charter employ of those listed on page 10?

Sample of daily schedule is needed.

Plato may be a good idea as long as it is not the sole source of instruction.

More specifics on time allotted for physical education, art and music are needed. State law requires a certain amount of instruction in art and music. Evidence of art and music history are on all schedules, however, on page 12, 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?

Charter will have to ensure that the frameworks associated with the required subjects are well documented when incorporating. Charter will have 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 required by law.

How will library services be rendered? Reading is crucial for an effective education. 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.

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 5.5/10

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 an appropriate strategy.

The applicant seeks a waiver from AYP 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 child in a situation of having gone whole semester without having a clear understanding of concepts 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? 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 4/10

Weaknesses:
Although there is an assurance that the curriculum selected has been aligned to the frameworks, there is no indication that development and alignment are ongoing processes. Does Charter clearly understand what aligning the curriculum really means? Who will be responsible for aligning the curriculum?

Staff development will be critical to ensure teachers will be able to teach the aligned curriculum. What are the staff development expectations for staff? What is the assurance? Has the Director ensured the curriculum covers the changes?

Does Charter have a protocol in place to stay abreast of curriculum framework changes? How will Charter be informed?

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 4.5/10

Strength:
Only the Magnolia School District is identified in this section.

Weaknesses:
There is no description of the geographical area - population, socio-economics, ethnicity, languages spoken, etc. Charter should add industrial makeup of city and surrounding areas, such as, graduation and degree obtainment, and age percentages.

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:
There is a statement of the plan to product an annual report in this section of the application.

Weaknesses:
There are specific items that are required to be covered in the standards and these should be named specifically. How will the report be presented? 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 8/10

Strength:
The processes described are fairly complete.

Weakness:
There is no indication of a random, anonymous selection method to be used when demand exceeds space for students

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

Strengths:
Job descriptions are complete for the School Director, Lead Teacher, Teachers, and Business Manager.

Weaknesses:
There is no indication of what "or otherwise qualified" means.

Job descriptions for teachers, counselor and school secretary are incomplete.

Sixty college hours are required for paraprofessionals and aides.

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.

It is apparent that there is a critical need for full time counselor, since at risk children and children with behavioral problems are target. A counselor is needed for academic issues, testing, guidance plans as well as counseling duties for the children.

Why is the business manager for Hope Academy being shared with the business manager for Learning for Life Academy (page 18)? Should the manager be paid half-time since will be working for both academies? Is the fiscal position the same as the business manager?

Where is the salary for the half-time lead teacher? There is only salary for 9.5 teachers. What are the two administrative positions? For positions with no salary, does that mean they are volunteering?

Since teachers will be teaching several subjects a need for additional professional development is evident. Charter may want to budget more money and time for PD.

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 7/10

Strength:
Most functions of the business office are included and some description of the processes used is in the application.

Weaknesses:
Will there be a checks and balances system for purchases? How often will the financial report be presented to the Board? How will it be done?

Is the business manager for Hope Academy being shared with the business manager for Learning for Life Academy and Montgomery Academy? Clarification is needed.

Comments from 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. No information regarding the ACSRC program, nor of its ability to provide these services is given.

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 6/10

Weaknesses:
Information given is not a description as to how the audit will be done. Will there be any site visits? Who will perform these? Based on statement of page 19, Charter will conduct internal audits. How often will these take place? When will reports be presented 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

Weakness:
Although there is an assurance that the school will participate in APSCN, how that will be accomplished is not addressed in the application.

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 3/10

(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:
The building identified to house the school is listed as a donation to the school, so no rental expenses will be incurred. There is an assurance that the building will be compliant with ADA and IDEA.

Weaknesses:
The relationship between IRWOF Foundation, Montgomery Academy and Education Consortium, Inc. is unclear. In another attachment, IRWOF is identified as the eligible entity. Clarification is needed.

Page 20, indicates the location has not been utilized in the past three years. However, the attached lease agreement indicates that the building was used as an office building. There is also indication that a 7,400 square foot gymnasium is expected to be constructed by year three of the charter. There is no identified source of funds for the construction of this building.

Clarification is needed regarding the statement "will be in compliance". Is the facility complied with IDEA? Since the building has not been used in three years would it need additional work? If so, a list of the items that will need to be addressed and timeframe of completion is needed. How much will it cost? Is there a Plan B if these necessary changes can not be done in time for Charter to open?

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?

Should be a concern that apparently the owner of the building from which the Academy is going to lease the building is also the Director of the charter?

Is the area around the Charter free of businesses which may cause concern for the safety of children? How many classrooms will be available in the space?

Site Report by Facilities Department

1. **Charter School**: Montgomery Academy

2. **Location**: 227 "A" Street, Magnolia, AR

3. **General Observations**: The facility being offered is approximately 1 mile from downtown Magnolia. It is estimated to have 12,600 square feet as compared to the state's standard of 30,000 square feet which is required for 150 students. The building is divided into four different areas. During the time of the inspection the areas were very dirty and showed signs of much aging. There is poor lighting in the hallways. The lighting in the hallways would have to be upgraded. The classrooms being proposed are quite small and will require maintenance work to contain exposed wires and sagging ceiling tiles.

4. **Academic Suitability**: As stated, the school is undersized as compared to state standards. The school also needs to be better tied to the program being offered.

5. **ADA Accessibility**: The building has ramps on the lower level however; they do not appear to meet all the ADA standards. It is a two-story building. There are no elevators that reach the second floor. The restrooms will have to be adapted to ADA standards.

6. **Life Safety Codes**: Not all classrooms have two exits. Some of the classrooms do not have windows. There is no panic hardware. There was also no evidence of an automatic fire alarm or security system.

7. **Conclusion and recommendations**: This facility could possibly be brought in line with academic standards, but will require a lot of work.

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 4/10

Strength:
Charter intends on participating in the Federal Child Nutrition Program.

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 if a student has a need to 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. Are there any appliances in the kitchen area? Charter's relationship with sponsor is unclear and may affect the eligibility of program. 501 (c) (3) is needed before program can be funded through USDA's Child Nutrition Program. Daily Schedule was not provided showing meals times for evaluation. Located in

Magnolia, AR it is highly unlikely that there will be sufficient staff or vendors to meet the requirement of the Child Nutrition Program.

F. The application is lacking in details regarding the provision of special education services. The application does not indicate that they are knowledgeable regarding the requirement of "licensed/certified" spec. ed. personnel. The budget expenditure in this area also indicates that a full-time teacher would not be hired. While the SEAS program is indicated for compliance in spec. ed., there is no budget item for the purchase of this program. The application also indicates that the PLATO system will be used. More information on how this will be integrated in the educational system is needed.

G. No response regarding Alternative Education was found.

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 2/10

Weaknesses:
This objective was not addressed in the application. There were no missing pages. The objective was omitted.

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.

One goal of the Charter was to develop more effective methods of communication between home and school. How will this be done? 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 8/10

Weaknesses:
How will Charter make effort to abide by the intent of each of the laws for which they are requesting a waiver?

What specific flexibility is requested regarding grade scale? Charter needs 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? If so, need more specifics since Charter appears to exceed the minimums in proposed salary schedule.

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:
There is an assurance that the charter school will have no impact on any desegregation or other court order.

LEGAL COMMENTS

1.) p. 1, Application: The name of the sponsoring entity is listed as "Education Consortia, Inc., by and through Great River Academic Center for Excellence, Inc."

The statement is made that there is an "agreement attached" concerning the two entities above, and that the applicant is an eligible entity to apply for a Charter under Section 501(c) (3) of the Internal Revenue Code. There is no attachment to the application reflecting that either of the two entities possesses § 501(c) (3) status. The Letter of Intent filed with the Department in July, 2006 lists the "(IRWOF) Foundation" as the eligible entity as it possesses § 501(c) (3) status. No further documentation concerning the (IRWOF) Foundation is included in the application.

2.) p. 20: The application indicates that a pre-fabricated modular building and land will be leased from the IRWOF Foundation for the school facility. The

structure has not been used for the past three (3) years. The applicant states that the facilities will be in compliance 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.

3.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 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 <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 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.) Ark. Code Ann. § 6-15-902:
Montgomery Academy wishes to utilize the grading scale described by § 6-15-902, but requests to remain "as flexible as possible in this area". If a waiver is to be granted in this area, it should be for non-core (i.e., elective) courses only.

d.) Ark. Code § 6-16-124 (requirement to teach Arkansas history):
This statute is reflected also in Standards for Accreditation Rule

Section 9.03.3.4. Granting a waiver from this Standard will not be permissible, as it is a Standard required by law (Ark. Code Ann. § 6-15-202 (b)(2)).

Note: The applicant's references to the Standards Rules, in making its waiver requests, uses terminology not found in the current version of the Standards Rules. To ensure that the Department accurately reviews requests for Standards waivers, the applicant should be asked to resubmit the waiver requests with citations to the appropriate sections of the current Standards Rules.

e.) ADE Rule Governing Waivers of Earning Limitations Under the Teacher Retirement System:
As the Code Section upon which this Rule is based (Ark. Code Ann. § 24-7-708) falls outside of Title 6 of the Arkansas Code (i.e., Ark Code Ann. § 6-1-101 *et seq.*), it will not be possible to grant this waiver per Ark. Code Ann. § 6-23-103 (1).

4.) Attachment to Application: The Applicant's "Charter School Application Budget Worksheet", on Line Two (2), estimates its State Charter School Aid based upon two hundred fourteen (214) students. Page One (1) of the Application lists the proposed enrollment of Montgomery Academy as "150 students". As the Application stands now, if a charter was granted, the enrollment cap would be placed at 150 students and a charter amendment would have to be approved by the State Board to raise that number.

ADDITIONAL CONCERNS AND COMMENTS

Average Score Total 105.5/200

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 art, music and other subjects? If so, teachers will need additional professional development time and money.

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)?

Is Charter eligible for Title V or Neglected and Delinquent funds? Charter should become familiar with these funds as they may give additional funds and services to the Charter.

Charter should include more substitute teachers expenses in budget. Clarification is needed as to what .25 means? What is the estimated number of days a substitute will be needed? What is pay/day for substitute teachers?

Additional information regarding staff qualifications is needed. What are the requirements as to number of years taught, degree, background check, minimum number of references, substitution experience, and years experience working with children? How often will staff meet? Will there be any aides? Aides were mentioned on salary page, but not include in the budget. Budget need to be revised.

Why was Hope Academy business manager mentioned in application on page 18?

If there are only six teachers, Charter may have student/teacher ratio issues. Based on salary figure of $383,000 and six teachers, salary per teacher comes to $63,833. On page 19, it shows there will be ten teachers, which would bring the salary to $38,300. This information is inconsistent and needs to be clarified.

Is data processing position and secretary the same position? If not, where is the secretary position in the budget?

Is lead teacher position listed somewhere in the budget? Where are the custodian expenses listed in the budget?

There is a letter of intent from Montgomery to ADE that lists the eligible entity as IRWOF Foundation. IRWOF is NOT identified as the entity submitting the application or as the sponsoring entity. Clarification is highly needed.

Line 1 of the budget, indicates a revenue amount of $25,000 for rent, and a $50,000 expenditure for rent is indicate further in the budget. It is unclear how this is reconciled with the lease agreement which indicated that the building was provided as a donation, and no rental cost was included on the lease agreement. Clarification is needed.

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.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR APPROVAL
OF AN
OPEN-ENROLLMENT CHARTER SCHOOL

A. MONTGOMERY ACADEMY EVALUATION RESPONSE

Name of Proposed Charter School: Montgomery Academy

Grade Level(s) for the School: 4-8 **Proposed Enrollment:** 150 Students

Name of Sponsoring Entity: Columbia County Crisis Center

The applicant is an "eligible entity" under the following category (check one):
_____ A public institution of higher education;
_____ A private nonsectarian institution of higher education
_____ A governmental entity; or
_X_ An organization that is nonsectarian in its programs and operations, and is exempt from taxation under Section 501(3c) of the Internal Revenue Code.

Name of Contact Person: Dr. T.T. Pope

Address: 229 A Street **City:** Magnolia **ZIP:** 71753
Daytime Phone Number (870) 234-8368 **FAX :**(870)234-8368
E-mail:drttpope@aol.com

Charter Site Address: 229 A Street Magnolia, AR. 71753
Arkansas Congressional District in which Located: #4

Date of Proposed Opening: Fall of 2007 - 2008

Chief Operating Officer of the Proposed Charter: Dr. Talben T. Pope

Title: Director **Address:** 225 A Street Magnolia, AR. 71753
Daytime Telephone Number: 318-572-8451

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

RECEIVED
NOV 27 2006
CHARTER SCHOOL OFFICE

Arkansas Department of Education

Open-Enrollment Charter School Application

Name of Proposal School: Montgomery Academy Evaluation Response.

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

Status of 501 (c) (3): Attachments confirm status

Comments:
Sponsoring entity is Columbia County Crisis Center

Objective 1 Response: Public hearing held 25/30 attendees; see attached sign in sheet

Objective 2 Response: Does provide documentation for the following requirements.

A. Notice of public hearing
B. Copies are attached; Receipt attached as evidence
C. Public hearing notice
D. Letters were sent

Objective 3 Response: The governing structure is consistent with the Corporate of Higher Education model. The original Trustees are appointed by the founding group and become a self-perpetuating Board made up of individuals recruited based on the possession of skills, knowledge, or influence most likely to contribute to the success of the organization. In the Charter School arena such members may bring expertise from areas such as law, banking, facilities, health care, higher education, real estate, politics service, community activism, advertising, and so forth. The Board of Trustees will be composed of no fewer than nine members, and will be self-perpetuating.

Parents – Teachers – Students

The school will operate under the premise that the teachers, parents, and students will work together as partners to provide the environment necessary for quality education. The school's parent partnership characteristics will include, but not limited to:

Providing a Parent Resource Center (PRC) available to families in need of computer use, discipline, academics, organization skills, study skills, homework, and parenting skills

Supporting and collaborating with an identified PRC volunteer coordinator

Conducting a New Parent Orientation meeting at the beginning of each school year to welcome new parents and assist them in this time of transition

Developing more effective methods of communication between home and school including continued posting and use of the school website

Continuing support for the mentoring program for students

Providing a school handbook to all parents at the beginning of the new school year

Communicating risk factors related to school success such as transience and poverty rate

Surveying parents and community members for opinions, ideas and concerns

A parental Agreement Form will be signed and be on record on file. (Sample attached in the appendix to the charter applications.)

Community

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

The academy will also partner with the community through Partners-in-Education, business-sponsored grants, and various donations by local businesses, and private organizations. The school will form school partnerships with businesses that will assist with Student Recognition Programs, Festivals, Technology, Career Day, and Recognition of Academic Excellence. The school is seeking ways to enhance the interaction of business, schools, churches, or other organizations within our community.

Objective 4: The mission of Montgomery Academy is to provide an academically

rigorous program for all students regardless of race, ethnic origins, national background and socioeconomic level. We believe that all children can
learn when challenged by high expectations, learning styles, and will provide intense motivational and supportive classroom environment.

A mission statement is included in the application.

Objective 5: In Compliance with regulations.

Objective 6: Yes it does describe the Educational Program and the Framework, which is in Compliance with the Arkansas Curriculum.

Objective 7: Yes, Benchmark Test is

changing in the next year. NWEA is a formative assessment for Montgomery Academy.

Core knowledge is on tract and is online as the curriculum is already approved.

Objective 8: All curriculums selected have already been aligned to the Arkansas Frameworks.

Objective 9: The geographic area served by the Montgomery Academy will be concentrated in the Magnolia School District area.

Objective 10: The school will regularly assess the academic progress, and share information with parents and the surrounding community through progress reports, phone calls, meetings and reports.

Montgomery Academy agrees to provide a report at the end of each school year to parents of pupils enrolled in the school, the community, local school board and the State Board indicating progress toward meeting the performance objectives as stated in this Charter.

Further it will publish annual reports by November 15th each year in a local newspaper as required by State Law.

Objective 11: Yes it does describe the enrollment criteria and student admission. In compliance with Federal Law, the school's marketing efforts will be equitable to all populations within the area, regardless of race, disability, ethnicity and gender. The school will comply with State and Federal Laws and regulations otherwise applicable to public schools with respect to civil rights and individuals and disabilities.

The school will not discriminate among potential employers, employees, or pupils in violation of any State or Federal Law. The school will be nonsectarian in its programs, admissions policies and employment practices. The school will not be supported by or affiliated with any religious organization or institution.

Objective 12: Yes it does. Attachments summarize the job descriptions of the School Director and other key personnel.

Objective 13: The Business Manager of Montgomery Academy will have the primary responsibility of running the school's business

and financial operations. These responsibilities consist of:

Managing cash flow
Keeping track of accounts payable and accounts receivable
Ordering school supplies and materials
Managing the school's inventories
Preparing and dispersing school publications
Managing the school's bank Accounts
Managing individual school Accounts
Vendor relations

Objective 14: Jordan Accounting Service will perform audits quarterly for the Montgomery Academy School.

Objective 15:

Objective 16: IRWOF Foundation donated the use of the building to Montgomery Academy. The building was previously and presently used as an Office Plaza.

The Montgomery Academy will not be operating a gymnasium at this time.

The Charter will not have accommodations for students bringing their lunch.

The building is owned by IRWOF Foundation which has a board of directors that governs the IRWOF Foundation. No one person owns it.

The area is Safety approved from surrounding businesses.

General observations facility does meet State Standard for footage, approximately 22 by 18ft.

Restrooms are ADA Standards and the building will meet ADA Standards.
Life Safety Codes in place.

Objective 17: (a) Teachers will act in dual role.

(b) Someone in the front office will provide Health Care Service.

(c) Yes, we have considered an in-house library.

(d) Teachers will be responsible for the needs of the library.

We have a 501c Columbia County Crisis Center.

(e) Food will be catered. We have an agreement with the local restaurant in Magnolia Arkansas. There are several vendors with the requirements of the Child Nutrition Program.

(f) Knowledge of specific Special Education needs personal special space excessibility for Handicap.

(g) Plato's intergrated educational system model is an alternate.

(h) Waiver was requested.

Objective 18: Parents will be involved through the PTA Programs, and Parents Teachers Meetings, Extra-curriculum Programs.

The Montgomery Academy has a great interest in helping develop a Top Flight Charter School. We feel a strong conviction and sense an overwhelming need for this school in our Community.

We will assure you that we will adhere to whatever guidelines, rules that has been set forth by the Arkansas Department of Education.

11/27/2006 14:04

=== COVER PAGE ===

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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 Montgomery Academy from the beginning of the application process. The group was made up of educators, community members, and other professionals. The school is supported by Michael Montgomery, tackle for the Green Bay Packers, as a way to prepare young people from his home town for successful adulthood. 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
CHARTER SCHOOL OFFICE

The University of Arkansas is an equal opportunity/affirmative action institution.

ARKANSAS DEPARTMENT OF
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Dr. T. Kenneth James, Commissioner

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(501) 682-4475
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December 28, 2006

Ms. Jacqueline Mills
P. O. Box 301
Helena, AR 72342

Re: Notice of Appeal/State Board Meeting - New Date and Time
Perkins Academy of Science/Math/Technology

Dear Ms. Mills:

Your request for a hearing in front of the State Board of Education concerning the disapproval of your charter application by the Helena-West Helena School District will occur at the State Board's meeting of January 17, 2007. The meeting will begin at 8:30 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

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 Rudolph Howard, Helena-West Helena School District
Superintendent Wayne Thompson, Lee County School District
Superintendent Roy Kirkland, Jr., Barton-Lexa School District
Superintendent Ulicious Reed, Marvell 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

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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

December 14, 2006

Ms. Jacqueline Mills
P. O. Box 301
Helena, AR 72342

Re: Notice of Appeal/State Board Hearing
Perkins Academy of Science/Math/Technology

Dear Ms. Mills:

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 Helena-West Helena School District has been received, and a hearing on your application will occur at the State Board's meeting of January 8, 2007. 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 Rudolph Howard, Helena-West Helena School District
Superintendent Wayne Thompson, Lee County School District
Superintendent Roy Kirkland, Jr., Barton-Lexa School District
Superintendent Ulicious Reed, Marvell School District

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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

Helena-West Helena School District

Rudolph Howard, Superintendent

Roy Bridges, Deputy Superintendent Donald Watkins, Assistant Superintendent

Donna Ross, Elementary Supervisor

October 31, 2006

Mary Ann Brown
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Ms. Brown:

Please be advised that the Helena-West Helena School District was placed under State control on September 5, 2005. The local board was unseated by the State and replaced by a state-appointed Superintendent of Schools who has been authorized to perform the task and activities traditionally performed by the local school board pursuant to Ark. Code Ann. § 6-20-1901 et seq. Consequently, the Superintendent, on behalf of the Helena-West Helena School District, and acting in the capacity of the local board for purposes of Ark. Code Ann. § 6-23-302, herein submits the District's written findings relative to the Perkins Academy of Math/Science Technology Charter School.

The Helena-West Helena School District is opposed to the opening of a charter school or any other school in the Helena-West Helena School District boundaries. In the specific instance of the Perkins Charter School, we are opposed for the following reasons:

1. Enrollment in the district is already being negatively impacted by three (3) other schools in the area that are drawing from an already declining population. These schools are the Barton-Lexa School District, DeSoto School (a private K-12 school located in West Helena) and Kipp Delta College Preparatory School (an open-enrollment charter school located in Helena). This decline is due in part to economic reasons.

2. The applicant does not show the capability of doing any more for the Helena-West Helena community than what is presently being done. No evidence is presented that the applicant can do a better job or enhance the services already being provided.

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3. The facility that is proposed in the application is inadequate to house and implement the enormity of the program as presented in the application.

4. The application is fraught with errors and non-realistic budget projections. Core Knowledge, NWEA, PLATO and Direct Instruction are costly programs that cannot be implemented using the figures contained in the application.

   A. The application states the school's first priority as "recruiting and training outstanding teachers" but no line item appears in the budget.
   B. Much need for staff development is indicated but inadequate funding appears.
   C. Foundation aid is cited differently in two different places and makes "revenues" appear over estimated.

The Helena-West Helena School District has reviewed the Perkins application closely and concludes that while its mission may be noble, as per the "dream" that is presented, in reality the application lacks substance. Therefore, the Helena-West Helena School District, through this letter under my signature pursuant to Ark. Code Ann. § 6-20-1901 et seq., hereby communicates its disapproval of the Perkins Academy Charter School application per Ark. Code Ann. § 6-23-302.

Yours truly,

Rudolph Howard
Superintendent

cc: Dr. Ken James, Commissioner of Education
Arkansas Department of Education

Jacqueline D. Mills, Perkins Academy Charter School

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 16, 2006

Ms. Jacqueline D. Mills
Perkins Academy of Math/Science/Technology
P. O. Box 301
Helena, AR 72342

Dear Jacqueline D. Mills,

Enclosed you will find a copy of a letter from the Helena-West Helena School District denying the Open-Enrollment Application from Perkins Academy of Math/Science and Technology. To date, we have not received a response from you regarding the decision by the Helena-West Helena School District.

Please notify the Arkansas State Board of Education c/o Mary Ann D. Brown at the Charter School Office by certified mail within ten (10) days of receipt of this letter should you wish to exercise your right to an appeal before the State Board.

Response 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

Respectfully,

Mary Ann D. Brown
Program Director

MAB/ms

Enclosure: Copy of Letter of Denial from Helena-West Helena 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

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Helena-West Helena School District

Rudolph Howard, Superintendent

Roy Bridges, Deputy Superintendent Donald Watkins, Assistant Superintendent

Donna Ross, Elementary Supervisor

October 31, 2006

Mary Ann Brown
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

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CHARTER SCHOOL OFFICE

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Yours truly,

Rudolph Howard
Superintendent

cc: Dr. Ken James, Commissioner of Education
Arkansas Department of Education

Jacqueline D. Mills, Perkins Academy Charter School

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NOV 15 2005

Sent To Jacqueline Mills
Street, Apt. No.; or PO Box No. P.O. Box 301
City, State, ZIP+4 Helena AR 72342

PS Form 3800, June 2002 See Reverse for Instructions

CARING SPIRIT, Inc.

R & J's ABC Preschool

635 Elm St.
P.O. Box 301
Helena, AR 72342
(T) 870.338.3990
(F) 870.817.7763

Monday, November 20, 2006

VIA CERTIFIED MAIL

State Board Office
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Re: NOTICE OF APPEAL

Dear **Mary Ann Brown, Director**
and all other **Ladies and Gentlemen** concerning this matter:

Caring Spirit, Inc. Sponsoring Organization, has filed an application to establish an open-enrollment charter school ("Perkins Academy of Math/Science/Technology") within the Helena-West Helena School District. The Helena-West Helena School District has now filed its objection. Please accept this letter as Caring Spirit'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

Caring Spirit has timely submitted its application in strict compliance with all statutory and regulatory requirements. Caring Spirit's application sets forth an educational scheme addressing each and every purpose set forth in the legislative intent section of the Act. Nonetheless, Helena-West Helena 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". Thus, for Helena-West Helena 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. Helena-West Helena School District has not done so.

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Helena-West Helena School District's findings do not indicate any concern with the quality of the education plan itself. The concerns of the Helena-West Helena School district are all, fundamentally related to cost and loss of revenue through enrollment declines.

"...enrollment in the district is already being negatively impacted by three (3) other schools in the area that are drawing from an already declining population."

The findings list those schools as Desoto Academy (Private); Barton-Lexa (public, in neighboring town); and KIPP- Delta. Families of means have always had choice, whether choosing a private school or the ability to move into a good school district. Charter schools give every family choice. And surely no reasonable man would imply that reducing the options children have for a good education, simply to prop up a failing district, is a good or noble thing.

The findings express doubt that the program proposed by Caring Spirit, Inc. *"...can do a better job or enhance the services already being provided."*

The chart below illustrates a three year trend of the performance of the Helena-West Helena School District.

- Barely half of the students enrolled in the school even graduate.
- Of those who do, the average ACT score is several points shy of the *minimum* necessary for full enrollment in a community college.
- Those students accepted as probationary from the Helena West Helena District have a college remediation rate of 94.6% ...pretty much all students leave the District unprepared for higher education and unprepared for the workforce.
- In the year since the school was placed in receivership, the percentage of 5th graders scoring below basic or basic increased from 87% to 92%.
- The tax payer investment for this level of education is $8,080 per student per year; or $105,040 (not adjusted for inflation) for the 13 years of a students' education.

So, the "bar" set by the District for the quality of the job and the level of services is not so very high.

Arkansas Benchmark Exam - Trends % of students scoring below basic or basic

		Math			Literacy		
Grade	Sub-Group	2005	2004	2003	2005	2004	2003

research based and data driven, yet fairly simple. Core Knowledge, Direct Instruction, PLATO are all very straightforward instructional methods that have proven to be very successful with minority children from disadvantaged backgrounds.

"The application is fraught with errors and non-realistic [sic] budget projections. Core Knowledge, NWEA, PLATO, and Direct Instruction are costly programs that cannot [emphasis added] be implemented using the figures contained in the application."

We are sure our application is not without flaw. However, the budget projections are not unrealistic. We are part of a consortium that negotiated very favorable prices on packages for the PLATO and NWEA assessments, which will run through the Arkansas Charter School Resource Center's servers. The negotiated price referenced in this application represents the prorated share to be paid by Perkins School for the program and the associated professional development.

Core Knowledge and Indirect Instruction not more, and certainly less than "fad" programs such as Reading Recovery, Writing to Read, Connected Math, etc.

The District's objection states that the *"school's first priority is recruiting and training outstanding teachers, but no line item appears in the budget."*

The Perkins School is working through the Arkansas Charter School Resource Center to recruit teachers, with special interest in the Teach *for America* program, for which no fee is required. As related above, the Professional Development costs for PLATO and NWEA have been built into the group price through the ACSRC. Other professional development needs are adequately planned for in the budget.

We tried to go onto the Helena West Helena website to review the amount budgeted in this area for the local district, but were unable to review a current budget because the District is out of compliance with Acts 1747 and 1802, requiring that the District operate in a transparent manner by posting annual budgets, monthly financial reports, audits, etc.

The final objection stated in the letter received November 6, 2006 was that *"Foundation aid is cited differently in two different places and makes revenues appear over estimated."*

This is unfounded. On both the Walton Family Foundation Budget Planning template and the state form (normally used for states to report nationally) Foundation aid was determined through the following formula: 120 students X .85 (hedge for attrition) X $5,662 = $577,524.

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 Perkins 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 Perkins School will be located in a district that is in state receivership for longstanding inclusion on the list of schools in both academic and financial distress. And, although a bevy of new administrators held in high regard have taken over the operation of the District, some areas have continued to deteriorate rapidly and what small improvements evident are so incremental as to be inadequate for this generation of students.

Progress made by students enrolled in the KIPP Delta Charter School program last year outpaced the Helena-West Helena School District by 20 - 35% points, for substantially less money per student, and very modest administrative costs. Unfortunately, the KIPP program begins with the 5th grade.

Therein lays the need for an open-enrollment charter school serving K-4 students.

Finally, Helena-West Helena School District neglects to acknowledge that the Arkansas State Board of Education will oversee the charter school's operations. If the Perkins School breaches its charter contract, it will close and its students will return to their respective districts. The only way Helena-West Helena School District could be adversely affected in the long run is if the charter school is successful and Helena-West Helena 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.

Caring Spirit 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 Helena-West Helena Arkansas, are entitled.

Respectfully submitted,

Caring Spirit, Inc.

by: Jacqueline D. Mills

Jacqueline Mills

R & J's ABC Preschool
P.O. Box 301~Helena~AR~72342
PH: (870) 338-3990/Fax: (870) 817-7763

July 27, 2006

To: Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

RE: Charter School Letter of Intent

To Whom It May Concern:

This letter of intent is written to inform the ADE/Charter School Office of R & J's ABC Preschool's intentions for submitting an application for an open-enrollment charter school. The contact for this entity is Dwayne Cox or Jacqueline Mills.The aforementioned contact information is as follows:

Address: P.O. Box 301~Helena~AR~ 72342
Phone: (870) 338-2913/ (870) 338-3990/Fax: 817-7763
Email:

The Arkansas Congressional District Number in which the school is planned to be located in the 1st Congressional District.

R & J's ABC Preschool is a non profit organization, which offers a quality preschool education to the community of Phillips County and abroad. The ABC center is funded by the Arkansas Better Chance grant. The center has been in existence for a complete period of 1 year. The ABC center originated from a daycare/learning center which offers care for children ages 6 weeks to 3 years old, which has been providing care for children in community for four (4) years. After reaching the age of three (3), children are then enrolled in the pre-K program in efforts to provide them with the basic academics for a successful Kindergarten year. Both centers are community based and open to the public. There are no stipulations for children enrolling in preschool that didn't attend the daycare. The ABC program has income guidelines (200% below) that the parents must meet in order for their child to qualify for the program.

The name of the proposed charter school is Perkins Math, Science, and Technology Academy. The location of the charter school will be in the community of Helena-West Helena. The charter school will be housed in the vicinity of the preschool and daycare center. The grade levels of students that will be served by the charter school are K-4.

The charter school will emphasis math, science and technology. The charter school will increase opportunities for learning and access to quality education for all students. It will also create choice for parents and students within the public school system. The charter school will also encourage innovative teaching practices. Students will be provided a rigorous curriculum derived to increase their knowledge and success in math, science, and technology. Students will encounter project based learning, alternative class schedules, thematic instruction and will focus on mastery of skills as well as citizenship, ethics, and character education. The Perkins Math, Science, and Technology Academy will be open to all students regardless of their socioeconomic status, prior disciplinary conduct, or academic record. Perkins Academy's mission is to empower students and parents throughout the community to develop the knowledge, skills, and character traits necessary to pursue a high school and college education while living a life of value, joy, and integrity. Perkins Academy will be a community based collaborative effort.

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AUG 04
CHARTER SCHOOL OFFICE

Signed,
Jacqueline Mills

R & J's ABC Preschool
P.O. Box 301~Helena~AR~72342
PH: (870) 338-3990/Fax: (870) 817-7763

July 27, 2006

To: Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

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Phone: (870) 338-2913/ (870) 338-3990/Fax: 817-7763
Email:

The Arkansas Congressional District Number in which the school is planned to be located in the 1st Congressional District.

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The name of the proposed charter school is Perkin's Math, Science, and Technology Academy. The location of the charter school will be in the community of Helena-West Helena. The charter school will be housed in the vicinity of the preschool and daycare center. The grade levels of students that will be served by the charter school are K-4.

The charter school will emphasis math, science and technology. The charter school will increase opportunities for learning and access to quality education for all students. It will also create choice for parents and students within the public school system. The charter school will also encourage innovative teaching practices. Students will be provided a rigorous curriculum derived to increase their knowledge and success in math, science, and technology. Students will encounter project based learning, alternative class schedules, thematic instruction and will focus on mastery of skills as well as citizenship, ethics, and character education. The Perkins Math, Science, and Technology Academy will be open to all students regardless of their socioeconomic status, prior disciplinary conduct, or academic record. Perkins Academy's mission is to empower students and parents throughout the community to develop the knowledge, skills, and character traits necessary to pursue a high school and college education while living a life of value, joy, and integrity. Perkins Academy will be a community based collaborative effort.

Signed,
Dewayne Cox

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AUG 04 2006
CHARTER SCHOOL OFFICE

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Dept./Floor/Suite/Room

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3 To

Recipient's Name Ms. Jacqueline Mills Phone (870) 338-3990

Company Perkin's Academy of math/Science/Techn.

Recipient's Address 909 Potlar

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- [ ] 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.

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- [ ] 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

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- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
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- [ ] FedEx Tube
- [ ] Other

* Declared value limit $500

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- [ ] **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.

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- [ ] Yes — Shipper's Declaration not required.
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Total Packages	Total Weight	Total Declared Value†
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519

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November 15, 2006

Ms. Jacqueline Mills
Caring Spirits
909 Potlar
Helena, AR 72342

Dear Ms. Mills,

This letter is to inform you of the completion of the evaluation of the application for Perkins Academy of Science/Math/Technology 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: Perkins Academy of Science/Math/Technology Application Evaluation.

Arkansas Department of Education
Open-Enrollment Charter School Application Evaluation

Name of Proposed School: Perkins Academy of Science/Math/Technology

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

Status of 501(c) (3) Application No 501 c 3 information in application, although General Information indicates Perkins Academy is 501 c 3.

Comments:
No evidence of 501C3 status in packet. Caring Spirits is sponsoring entity.

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 5/10

Strengths:
An assurance of a public meeting was provided in the application.

The text of a letter announcing the intent to apply is included in the applications. The signed certified mail receipts for recipients of the intent to apply letter are attached to the application.

Sign in sheets shows that 58 people attended which is a good attendance.

Weaknesses:
The results of the meeting are not included in this section. No date, time, or venue for the meeting was identified in this section.

The text provided is not accompanied by a list of recipients or any other documentation of attendance at the meeting. There are no minutes, vote tallies, signatures of persons interested in the school, etc. This information would be of great interest for the proposal. No evidence of support or non-support.

What was the outcome of the public hearing-positive or negative feedback? Did attendees have any questions?

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 3/10

Strength:
A copy of a newspaper page with the announcement is included in the attachments.

Weaknesses:
The application did have a copy of a newspaper notification of the public hearing, but there was no date of publication or proof that the notice met the required timelines. There were no copies of letters to area superintendents informing them of the public meeting. It is unclear as to what is the page with certified mail regarding.

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

Strength:
Board responsibilities as a whole are addressed.

Weaknesses:
The duties and responsibilities of the named board positions are not clear. No justification was given for appointing rather than electing remaining members. No information on the process for appointing remaining board members was provided.

The role of the parent in the leadership and decision-making functions of the school is very limited.

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.

Individual partners' responsibilities are not clear (i.e. parents, teachers, and students).

No "Parental Agreement Form" was found in the packet.

What will be the length of time served by the Board members? How many members will there be-consisting of whom? Parents as board members were not specifically listed. Will the parent coordinator be paid or just identified and volunteering? If paid, a salary needs to be addressed in the budget. What will be the responsibility of the teacher as far as communication to the parent is concerned? 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 7/10

Strengths:
Mission statement is included

The mission statement is good. However, it would have been better if a description of how student achievement will be measured was included.

Weakness:
Mission statement lacks detail. Basic elements such as who, what, when, where and how, are not included.

OBJECTIVE 5

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

Average Score 6/10

Strength:
The use of Benchmark scores was effective.

Charter also cites economical need for parents who are unable to pay tuition for private school and are in 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.

The description of the educational need for the charter school is very basic. There needs to be more state/national research cited in the application as well as local research. More details need to be included in this area.

No mention of other ethnic populations such as, Hispanic students in the Helena-West Helena School District.

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.

Teaming across disciplines is planned and the need for professional development is recognized.

Weaknesses:
No explanation 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? How will the results be used to guide instructional practices?

Although there is extensive information on programs, there is little that ties the programs to the specific needs and goals of the children targeted by this school.

According to the application the teachers will not necessarily be certified, and there is no direct assurance that the lead teacher will be certified. These teachers will need substantial and ongoing professional development in order to create a curriculum out of these programs.

Which major 3 or 4 techniques will Charter employ of those listed on page 10? The number of days for student teacher interaction (179) appears to exceed Standards. Schedule should include course specifics, as well as, time (per day/ per week). Charter may need to provide two schedules (one for 1st grade and one for 4th grade).

Plato and other learning systems are good ideas, as long as they do not become the sole source of instruction. More specifics are needed on time allotted for core subjects, physical education/activity, art and music. Law is specific for grades K-4. Charter states, "multiple times during the week" (page 12), regarding Physical Education but a plan is not included for this schedule (minutes/days/week). Additional information is needed on art and music. State law requires a certain amount of instruction in both. Also on page 12, 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? Again, state law requires a certain amount of instruction in both.

A major concern is 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 incorporating. Staff may need 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 requirement in law.

It is difficult to determine the student/teacher ratios. 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 7/10

Strengths:
Meeting or exceeding state averages on norm-referenced tests is a reasonable goal.

The application listed several assessment tools that the charter school will be using over the three year period to assess student achievement.

Weaknesses:
Reliance on computer-based assessments, including Northwest Evaluation Association assessment is a concern. Using Benchmark released items to establish performance levels would have been an appropriate strategy.

The applicant seeks a waiver from AYP 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 child in a situation of having gone whole semester or year 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 a tool in place to monitor weekly or bi-weekly progress on areas child is not proficient in?

Goals appear to be specific for three (3) year range, but what about immediate goals? Constant effective monitoring is critical to success of student achievement.

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

Weaknesses:
Although there is an assurance that the curriculum selected have been aligned to the frameworks, there is no indication that development and alignment are on going processes.

Answer to this objective is vague.

It is not evident that the charter applicant clearly understands what aligning the curriculum really means. Are they just allowing an entity to do it for them? The process itself is not described. Do 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 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?

Social Studies and Science are under review with regard to curriculum alignment. Charter will need to have protocol in place to stay abreast of changes.

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 6/10

Strength:
Only the Helena-West Helena School District is identified in this section.

Weaknesses:
There is no description of the geographical area such as population, socio-economics, ethnicity, languages spoken, etc. Charter may want to add industrial or agricultural makeup of city and surrounding areas, as well as, graduation rate, degree obtainment, age percentages. What additional resources are available to students within the geographical area?

Charter only listed one school district in the area, but two others could be affected-Barton Lexa, and Marvell.

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

Strengths:
There is a statement of the plan to product an annual report in this section of the application.

The documentation in the application provided the process, in detail, that the charter school would use to keep the public, parents, and SBE officials informed as to meeting academic performance objectives of the charter school.

Weaknesses:
There are specific items that are required to be covered in the standards. These should be named specifically.

Is the report going to be provided in writing or verbally? Will there be parent/teacher conferences? Will academic progress be reported in some form to parents weekly, or 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

Strength:
The processes described are fairly complete.

Weaknesses:
A detailed plan of action needs to be included in the application explaining process if number of students enrolled is lower than recruitment expectations.

No statement concerning the random selection of students if the enrollment exceeded the numbers approved in the charter was included.

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 6.5/10

Strengths:
Job descriptions are complete for the School Director, Lead Teacher, Teachers, and Business Manager. The budget worksheet provided in the application shows the number of positions needed by the charter school to include administrative, teaching and classified staff.

Charter did a very good job on descriptions of duties and qualifications. Charter needs to be aware that sixty college hours are now required for paraprofessionals and aides.

Weaknesses:
There is no indication of what "or otherwise qualified" means.

Is the fiscal position the same as the business manager? No salary listed for the business manager in the budget. Is secretary and data processing fulfilled by the same person? Is the salary for the secretary included in the budget?

Where is the salary for the half-time lead teacher? Salaries listed for only six teachers, but it shows ten at bottom of page 18. Charter should specify which position goes with which salary in the budget.

Budget readjustment may be needed. Based on descriptions for teachers they will teach all subjects. Staff may need additional professional development and more money budgeted for professional development.

No monies budgeted for a full time counselor. At risk children and children with behavioral problems could benefit greatly from full time counselor. A counselor will also be needed for academic issues, testing and guidance plans, as well as counseling duties for the students.

Comments from the Finance Department:
The responsibilities listed for the Business Manager do not appear to be comprehensive and do 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 7/10

Strengths:
Most functions of the business office are included and some description of the processes used is in the application.

The application provides documentation showing the process and timelines of budget approval by the charter school.

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? On center of page 19, Charter mentions reporting to the Board. Will reports be done orally or in writing?

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 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 purchase order 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

Strength:
The application explained the annual and programmatic audit manners in detail, thus meeting the objective requirement.

Weaknesses:
Information given is not really a description as to how the audit will be done.

Will there be any individual site visits? Who could perform these?

Charter will conduct internal audits. How often will these take place? How often will financial transactions be presented to the Board? Orally or in writing?

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:
The academy plans to partner with Arkansas Charter School Resource Center Services Consortium for APSCN fiscal services.

Weakness:
The reporting of data other than fiscal data is not addressed in the application.

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:
There is an assurance that the building will be in compliance with ADA and IDEA. The application indicates that "minor renovations" will be undertaken, but does not specify what those will entail.

Weaknesses:
The Rental Agreement does not state a period for the lease, lease amount, or address issues such as liability, upkeep, and required renovations.

The application acknowledges that the owner of the facility is married to the school's director. Other required items above are not addressed in this section of the application. There is indication of a 7400 sq. ft. gymnasium to be built within three years, but the source of funds for this project is not identified.

The application does have an attached rental agreement, but no money is mentioned. The budget worksheet has $50,000.00 budgeted for rental properties, but that is all. A more detailed disclosure form is needed.

Statement "will be in compliance" (page 20), begs a question. It sounds like the facility is not IDEA ready and since the building has not been used in three (3) years, additional work is needed. A list of the items that will need to be addressed and timeframe of completion are needed. Is there a Plan B if the necessary changes cannot be done in time for Charter to open?

On page 20, Charter states a "cafeteria" and "kitchen area" are available. Can accommodations be made 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 businesses that would cause concern for safety of children? How many classrooms will be available in the space based on 150 students with 5 grades?

Site Review by Facilities Department:

1. **Charter School**: Perkins Academy of Science, Math and Technology

2. **Location**: 635 Elm Street, Helena, AR

3. **General Observations**: The facility inspected was a 30x16 portable building. The owner commented that there would be additions made to the building before it will be turned into a charter school. The building appeared to be very unsafe in relation to fire safety.

4. **Academic Suitability**: The present building as stated does not meet any academic standards for a public nor a charter school. Major additions will have to be made to the building to ensure that it is brought up to the space required to support the academic program.

5. **ADA Accessibility**: The building is presently not accessible. The owner is aware that the area must be made accessible. The area includes the parking lot which must also be made accessible.

6. **Life Safety Codes**: The owner was made aware that emergency lights, exit signs, panic hardware, and a fire alarm system need to be present in the building.

7. **Conclusions and Recommendations**: The present facility is not suitable nor should be accepted for a charter school without ensuring that the added space meets academic standards and the entire facility meets local fire and safety codes.

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 in the Helena area, a vendor of meals and staff is likely to be found.

Weaknesses:
A. Will charter consider a full time counselor or come up with another way to stay in touch with the needs of students?

B. How will the Charter meet the every day health needs of students? What about students that take daily meds or situations where a student just has 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? What does "located closely together" mean? How will library services be rendered? Books/reading is a critical aspect of education. Can the charter establish "classroom" libraries with a minimum of number of books per classroom? Who will be responsible for the media curriculum? When will remediation be instituted? Remediation does not count in core instructional time.

E. Must have 501 (c) (3) in application before program can be funded through USDA's Child Nutrition Program. Facility will be housed in a Daycare facility. Facility does not have kitchen or cafeteria area for meal service. No contact with ADE CNU for Rules and Regulations concerning Food Service operation.

F. The application is lacking in details of how IDEA (Individuals with Disabilities Education Education Act) will be implemented. There is no budget item for a special education teacher. There are NO waivers for having certified special education teachers. While the description indicates that the SEAS (automated software system) will be used for compliance of special education due process, this is not indicated in the budget expenditures.

G. No response regarding Alternative Education for those students that need it.

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 2/10

Weaknesses:
This item is not addressed in the application. There are no missing pages. The objective was omitted.

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.

One goal of the Charter was to develop more effective methods of communication between home and school. How? What are the strategies will be used?

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

Strength:
The application's description for requesting a waiver is complete and meets the requirements.

Weaknesses:
How will Charter make an effort to abide by the intent of each of laws for which they are requesting a waiver?

If charter leaves start date the same and adjusts the ending date, it may not require a waiver on uniform date.

What specific flexibility is requested regarding grade scale? Charter needs 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.

Is Charter requesting waiver from salary minimums for teachers? If so, more specifics are needed since Charter appears to exceed the minimums in proposed salary schedule. Make sure specific curriculum requirements that Charter is electing to incorporate will be well documented via lesson plans etc. 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 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:
Assurance that no impact on desegregation orders will result from the school charter being granted.

Weakness:
No copy of an equity policy was included for review.

LEGAL COMMENTS

The sponsoring entity, "Caring Spirits", is claiming to be an eligible entity under Section 501 (c)(3) of the Internal Revenue Code. There is no proof contained within the application from the Internal Revenue Service verifying the sponsoring entity's § 501 (c)(3) status.

2.) p. 20: The application indicates that a pre-fabricated modular building located at 635 Elm Street in Helena will be used as the school facility. The owner of the building, Mr. John Farr, is related to the school director (Ms. Jacqueline Mills) through marriage. The facility currently houses a daycare operated in part by Ms. Mills (R & J's Daycare). It is unknown whether the facility will house or is capable of housing both the daycare and the charter school.

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's Rules Governing Standards for Accreditation
of Arkansas Public Schools:

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 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.) ADE Rule Governing Waivers of Earning Limitations under the Teacher Retirement System:

This waiver will not be permissible, as the Code Section on which this Rule is based (Ark. Code Ann. § 24-7-708) is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). <u>See</u> Ark. Code Ann. § 6-23-103 (1).

e.) 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 requirements, it should

request a waiver from the provisions of Ark. Code Ann. § 6-17-2403.

f.) 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).

g.) 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 Concerns and Comments

Average Score Total 120.5/200

How will Charter communicate what responsibilities are of all parties-parents, teachers and students? Doing so will provide accountability that can be assigned for success or failures of the student.

Will all teachers provide instruction in art, music and other subjects? If so, teachers may need additional professional development time and funds.

Charter may want to be mindful of Supplemental Educational Service 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 calendars appears to be 185.5 days. Charter states it will be 179. Charter needs to make sure it not counting half days as full days of instruction. To count as a full day ensure 360 minutes of instruction.

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 dollars and services.

May need to include more substitute teachers expenses in budget. What does the .25 means? What is the estimated number of days a substitute will be needed? What is the pay/day for substitutes?

Need additional information regarding qualifications: What are the requirements as to number of years taught, degree, background check, minimum number

of references, substitution experience, number of years experience working with children? How often will staff meet? Will there be any instructional aides? They are mentioned on salary page, but not included in the budget. Be mindful of sixty college hours requirement for paraprofessionals.

Budget Questions: Budget show 214 students. Estimate in application is 150. If there are only 6 teachers, Charter may have student/teacher ratio issues. If there are 6 teachers with 150 students class ratios will be about 25/class. Is data processing position and secretary the same position? If not, where is the secretary position in the budget?

Six teachers based on salary figure of 383,000, this comes to $63,833/teacher. On page 18 it shows there will be 10 teachers. If this is correct, then average salary will be about 38,300. Is lead teacher position listed somewhere in the budget? Where are custodian expenses listed in the budget?

Instructional aids are not included in the budget. However, there is a listing for them under proposed salary schedule - $9,000.

The application provides a letter from the ABC grant preschool program, but not a letter from the IRS giving it is non profit status. This information needs to be provided as evidence of eligibility. Are they applying for this charter through the approved ABC program?

It is unclear that the attached proposed daily schedule will meet the requirements for 360 minutes of instruction time each day. Enrichment/Intervention would need to be inclusive and instructional.

The Rental Agreement is incomplete. It does not contain information on the period of the lease, amount of the rental to be paid, insurance, upkeep or renovations.

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.

CARING SPIRIT, Inc.
Perkins Academy
909 Poplar
P.O. Box 301 Helena, AR. 72342
(T) 870.338-3990
(F) 870.817.7763

Monday, November 27, 2006

State Board Office/Ms. Mary Ann Brown
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

RE: Evaluation Response

Dear Ladies and Gentlemen:

This letter is written in efforts to respond to the application evaluation of the Perkins Academy of Science/Math/Technology.

Upon review of the evaluation, I have found that many of the sited weaknesses implicates that some of the responses are not relevant to the application and what is required by law. However, I do realize that we are all working toward the common goal of educating children, and therefore, the charter school certainly appreciates your opinions and recommendations for improvements. They are dully noted and will be taken into consideration.

Please note that charter schools research and plan on the front end of the educational scope, whereas most traditional public schools implement programs first and then research after the expected results are not yielded. Please accept these responses and comments in the honorable manner in which they are intended.

Thank you in advance for your efforts in perusing this document. Please feel free to contact me at the aforementioned phone listing or (870) 338-2913.

Respectfully Submitted,

Caring Spirits, Inc.

By: Jacqueline Mills

RECEIVED
NOV 27 2006
CHARTER SCHOOL OFFICE

OBJECTIVE 1
Score: 5/10

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 are no results of the meeting included. No date, time, or venue for the meeting was identified.

Response: The date is provided in the application on page 3 The date of the meeting was September 16, 2006. As printed on the copy of the newspaper clipping, the meeting was held at 8:30 a.m. at the King Solomn Church, which was located at 8365 Old Little Rock Rd.

Comment: The Department indicates that the text provided is not accompanied by a list of recipients or any other documentation of attendance at the meeting.

Response: On the application evaluation page 1, it is stated as a strength that the sign in sheet shows that 58 people attended the meeting, and further states that 58 is a good attendance.

Comment: There are no minutes, vote tallies, signatures of persons interested in the school. The department further indicates that there is no evidence of support or non-support.

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.

Comment: What was the outcome of the public hearing-positive or negative feedback: Did attendee have any questions?

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.

However, the attendees were excited about the new charter and rendered their full support in all of its endeavors. A copy of the slide show presented during the meeting is attached. The feed back was very positive. Minutes of the meeting are kept and are available for review.

OBJECTIVE 2
Score: 3/10

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

Comment: The Department indicates that a copy of the notification of the hearing was provided, but there was no proof that the notice met the required timelines.

Response: There is a copy of the invoice from the local newspaper where the ads were published; invoice clearly states the dates, size, and cost of each ad.

Comment: The department indicates that there were no copies of letters to area superintendents informing them of the public meeting.

Response: There is a copy of the letter provided to local superintendents and the newspaper ad in the application. The certified mail receipts prove that their office personnel signed for the letters.

OBJECTIVE 3
Score 6/10

Does the application describe 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 the community in the leadership and decision-making of the school.

Comment: The Department indicates that duties and responsibilities of the named board positions are not clear.

Response: The sited weakness conflicts with the strength. The Department's strength stated that the "Board responsibilities as a whole are addressed." Page 4 in the application clearly states that the board will be self perpetuating.

Comment: The Department indicates that the role of the parent in the leadership and decision-making functions of the school is very limited.

Response: The role of the parent in the leadership and decision-making function of the school is not limited. The parents will not be excluded from serving on the board. Parents will also make up a vast amount of the advisory committees referred to on page 4 and 5.

Comment: The Department indicates that the role of the community is also unclear.

Response: The Department indicates that the role of the community is unclear, yet it is stated in the evaluation that "There are some letters of support from community organizations." It is unclear at this time the amount and/or type of support that's needed from community organizations for the charter hasn't been granted, however, the letters prove that they are interested parties and will be supportive of the charter's endeavors.

Comment: The Department questions the parent coordinator status as paid staff or volunteer.

Response: The parent coordinator will be filled by an existing staff member and if the board decides at a later date to add a stipend, it will be decided at a regular business meeting and will be recorded in the minutes.

Comment: The Department questions the responsibility of the teachers as far as communication to the parent is concerned and any physical conference requirements.

Response: The charter will provide parents with news letters, grade reports, and have parent/teacher conferences. The parent/teacher conferences will meet the required statues, but they will also take place on an as need basis, which will be decided by the teacher and parent.

Comment: The Department questions staff and student meetings and how often will they occur.

Response: The staff will meet once a month and on an as needed basis to remain abreast of new education practices and student assessments.

OBJECTIVE 4
Score 7/10

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

Comment: The Department indicates that the mission statement lacks detail. Basic elements such as who, what, when, where and how are not included.

Response: The charter finds this statement to be contradictory with the strength given by the department. The Department states, "The mission statement is good, however it would have been better if a description of how student achievement will be measured." According to Webster's Dictionary, a mission statement is a summary describing the aims, values, and overall plan of an organization or individual.

Comment: The Department indicates that the mission statement would be better if a description of how student achievement will be measured.

Response: Student achievement will be addressed in another area of the application.

OBJECTIVE 5
Score 6/10

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

Comment: The department indicates that the application should have included secondary data such as attendance, discipline and norm-referenced data.

Response: There are no statutory or regulatory requirements regarding which data should be used address the educational need for the school. The need for rigorous educational programs are evident across the state and is even more obvious in the local district of Helena-West Helena where the district is under receivership from the state because of long standing academic and fiscal distress.

Comment: The description of the educational need for the charter school is very basic and there needs to be more local research.

Response: Benchmark scores for the targeted graded to be serviced are included in the application on page 6 to show the achievement gap that exists in the local district.

Comment: The Department indicates that there is no mention of other ethnic populations such as Hispanic students in the Helena-West Helena School District.

Response: The educational needs of all students will be addressed. There are less than 1% of Hispanic students in the Helena-W. Helena schools. The area is suppressed with the culture of economically disadvantaged African American and Caucasian families.

OBJECTIVE 6
Score 7

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

Comment: The Department indicates that although there is extensive information on programs, there is little that ties the programs to the specific needs and goals of the children targeted by this school.

Response: The Perkins Academy will be a rigorous academic program. As stated on pages 6-12 of the application the program will utilize a variety of programs to meet all educational needs of the students. According the recent Benchmark scores on page 6 of the application over 60% of the total targeted student population is scoring Basic or Below Basic.

Comment: The Department indicates that Plato and other learning systems should not become the sole source of instruction.

Response: Plato is used as a remediation and alternative tool. It will in no way replace human teachers. Remediation will be instituted as needed. The educational goal of Perkins is to accelerate.

Comment: The Department indicates that more specifics are needed on time allotted for core subjects, physical education/activity, art and music.

Response: A daily schedule is attached which adheres to the required time allotments for specific course work and activity.

OBJECTIVE 8
Score 4/10

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

Comment: The Department indicates that there is no indication that development and alignment are an on-going process;

Response: Teachers will meet at the beginning of the year to review alignments, updates, and review assessment data. Teachers will meet once monthly for team reviews, curriculum mapping and updates, however, they will also meet on an as needed basis.

Comment: The Department questions the staff development expectations.

Response: The staff will be required to take 60 hours of planned staff development yearly.

OBJECTIVE 13
Score: 7/10

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: We will utilize a data crosswalk, or bridge, which will convert the data into a format which can be read by APSCAN.

OBJECTIVE 14
Score: 7/10

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.

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.

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: Perkins will meet the requirements for reporting and maintaining confidentiality of records. Perkins will utilize a data crosswalk that will interface with APSCN.

OBJECTIVE 16
Score 5/10

Does the application describe the facilities to be used?

Comment: The Department indicates that the building is smaller.

Response: See purchase agree from Bartlett housing.

R & J's

Math, Science, & Technology Academy

In Memory of:

Dr. P.L. Perkins

&

Mr. J. G. Linzy

Jacqueline Mills

- Educator for over 9 years.
- Masters of Science: Educational Leadership
- Masters of Science: Curriculum Specialist
- Bachelors of Science: Early Childhood Education
- Bachelors of Science: Elementary Education
- Grant Writer for ABC Preschool & mini-grants

Rosie Farr

- Education Paraprofessional for over 10 yrs
- Computer Lab Manager for over 12 years
- AA Degree: Early Childhood Education
- CDA
- Technical Certificate in Educational Practices
- Owner and Operator of R & J's Daycare

Defeatist Educational View:

- Schools aren't powerful enough instruments to boost poor kids' achievement to an appreciably higher academic plane due to the many outside forces (family, neighborhood, poverty, heredity, etc.) tugging them downward.

Reply:

It's true that mediocre schools, of which the U.S. has far too many, have great difficulty overcoming those forces. But it's equally true that outstanding schools like ours do it all the time.

What is a Charter School?

- Charter schools are publicly funded elementary or secondary schools that have been freed from some of the rules, regulations, and statutes that apply to other public schools, in exchange for some type of accountability for producing certain results, which are set forth in each charter school's charter. This allows for more flexibility to implement creative and innovative programs and policies.

Charter School Definition Con't.

- In return for this freedom, charter schools are held more accountable for student success rates.
- They are funded like traditional public schools, they operate under contracts detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success.

Are there different types of charter schools?

- Yes, in Arkansas there are two basic types of charter schools.

1) Conversion School – Public school converted to a charter school.

2) Open enrollment school is a charter school run by a governmental entity, an institution of higher learning or a tax-exempt non sectarian organization, which may draw students from across district boundaries.

How are charter schools funded?

- Charter schools will receive funds at the same base equalization rate as public schools. The financial difficulty for charter schools is that with these funds, charters must address the issues of new facilities, transportation, supplies, and equipment.

Are charter schools accountable for the use of public funds?

- Yes, charter schools will be audited in the same manner as traditional public schools. All financial and student data will be reported through the use of a student information system.
- All charter schools are subject to a Legislative Audit.

If public education is not working, why don't we spend our resources fixing the problem instead of re-inventing the wheel?

- You should keep in mind that charter schools ARE public schools. Charter schools are one way of "fixing the problem."

How do charter schools compare to public schools?

- Research has continuously proven that charter schools performance is higher than the traditional public school
- Why:

1) Charter schools are smaller/ 62% of charter schools enroll less than 300 children.

2) 72% of all charter schools are newly created schools, 18% Conversion, 10% converted private schools.

3) Student/Teacher ratio is slightly lower in charter schools, 18:1 for charter & 20:1 public

What is the purpose of charter schools?

- They provide parents and students choice
- Charter schools provide a testing ground for new governance models.
- Charter schools purpose to do the same thing as public schools; only better
- Increase learning opportunities for all students with expanded learning experiences for students who are identified as low-achieving

All About the proposed charter: Plugging our children into the world of knowledge and power!

Purpose

- The Math, Science and Technology Academy's purpose is to foster a lifelong engagement and interest in math, science and technology for all students. Every student deserves access to engaging, rigorous curricula. The purpose is to stimulate students' thought process by using data, different types of teaching approaches that best meet the needs of all learning styles, and activities that best support ambitious learning goals for a wide range of learners.

Goal:

- The goal of the Academy is to improve student performance and help all students meet or exceed a high level of performance by addressing each child's holistic being.
- Standards, instruction, and assessment intertwine to provide a system that ensures a strong education and we believe that all students are capable of achieving a high level of performance. The curricula used will be research-based and will align with the national and state standards in mathematics and science.

Goals Continued:

- Goals will be continually refined and developed to reflect the growing needs of the Academy. However, we are committing to empowering our students to do the following:
- (1) students will exceed the average performance levels of students in schools with similar demographics in English/language Arts, mathematics, social studies, and science;
- (2) students will maintain progress towards a pathway to proficiency in all academic subjects as measured by the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Iowa Test of Basic Skills;

Goals Continued:

- (3) Students will be effective and confident communicators, able to write and speak with clarity, accuracy, and precision as well as critical thinkers and problem solvers; Students will be introduced to foreign language in Kindergarten.
- (4) Students will demonstrate the ability to design and conduct a valid scientific experiment using technology as well as hands on;

Goals Continued:

- (5) Students will demonstrate exceptional math skills;
- (6) Academy will motivate students and their families to view an intense academic commitment and community consciousness as the key to future success;
- (7) Parents, students and teachers must sign and commit to excellence.
- The Academy goals are different in that the school's culture and the leader will be poised for success and accepts no excuses to ensure that academic rigor is a mainstay in every classroom

Target Population

- Year One: Enrollment Approximately 100, Grades K-2
- expanding one grade level each year to encompass K-4
- Students will be provided an academically rigorous college prep program and receive specialized and intensive work core subjects regardless of race, ethnic origin, national background, or socioeconomic level.

School Schedule

- School will operate on extended day schedule.
- 8:00 a.m. to 5:00 p.m.

Academic Focus

- The academic focus of the Math, Science and Technology Academy will be providing students with the knowledge, skills and character needed to succeed in middle, high school, college and the competitive world beyond.
- Through desire, discipline and dedication of teachers and community members, we contend that students will score higher on district, state, and national tests.
- Science will be taught through a lab environment with project based instruction and reinforcement. Students will be engaged in many hands on activities outside of the traditional classroom.

Academic Focus Continued:

- The Singapore math curriculum will be used. Math will be integrated throughout all courses. Math will emphasize the overarching processes of reasoning and problem solving, communicating, and connecting.
- The students will use creativity through the integrated use of technology and science by using digital photos of science projects and school events to create individual websites. Computers will be used across the curriculum.

Assessment:

- assessment programs used would be linked to the state frameworks.
- States testing of all public school students in designated grades are required.
- The results of those tests will be used by the academy to evaluate student performance according to the state performance standards and to develop strategies to close low performance gaps.

Primary Focus of Assessment

- Our primary focus will be to prepare students to compete on a national scale, therefore particular attention will be paid to standardized, research based, and norm referenced tests. Teachers will also use alternative assessments (portfolios) to chart and monitor student growth throughout the year. Standardized tests are essential to hold schools accountable in their responsibility to educate students.

Parent Involvement:

- Community and family involvement are essential.
- Parents, students and staff members will sign and commit to the Commitment of Excellence form, which details what's expected from each party.
- Parents will be actively involved in monthly parent meetings and a parent work & education center will also be provided.
- Support includes but not limited to:
  (1) helping with homework each night,
  (2) reading with their child each night,
  (3) assisting their child in contacting the teacher if there is a problem, and
  (4) providing a quiet place with light for their child to study.

Parents, like the teachers, must hold high expectations for their child.

Community Involvement

Students will be actively involved in the community through various community projects. We will develop collaborations with organizations and individuals who are committed to establishing a safe environment that nurtures and encourages young leaders to attain academic mastery, as well as social awareness and responsibility. Parents, staff, students and community affiliations will know, be completely attuned to and in support of the school's values:

School Values

Results Matter, Hard Work Counts, Constant Learning is Expected, Respect and Teamwork is Essential;

We are the village helping to educate a child!

Sign In Sheet

Math, Science, and Technology

September 16, 2006

1. Jacqueline Mills
2. Glenda Coker
3. Rosie Fair
4. John Fair
5. Louise Young
6. Whitney L. Perkins
7. Lita Moore
8. Ruthie T. Rhodes
9. Rev. Cedric Pride
10. Gina Burgess
11. Mary Anne Wilson
12. Gerald Hill
13. Billingsley
14. Enco Mitchell
15. Monique Davis
16. Kimberly Speed
17. Carlos [illegible]
18. Camille Robinson
19. Renita Buchanan
20. Tammy Anderson
21. Minnie Henry
23. Tracie Wilson
24. Anna Baker
25. Bobby Brown
26. Carolyn Brown
27. Linda Harris
28. Willie Smith
29. Everlena Smith
30. Sheila Calvin

Sign In Sheet

Math, Science, and Technology

September 16, 2006

1. Aisha Dale
2. Michelle Eaton
3. Jawana Nelson
4. Taylor Phillips
5. Amy L. Langford
6. [illegible]
7. Carla Spencer
8. Natasha [illegible]
9. Ida Allen
10. Deborah Clark
11. Connie Henry
12. Cassandra Brown
13. Grace Speed
14. Lisa Speed
15. Dina Speed
16. [illegible] Sanders
17. Martha Brown
18. Patricia Pruitt
19. Tom Harrison
20. Jonathan Sanders
21. Annie Bell Pruitt
22. Patricia Smith
23. Shirley Burnett
24. [illegible] Grant
25. [illegible] Brown
26. [illegible]
27. [illegible]
28. Gwendolyn Carter
29.
30.

Perkins K-4

		MON	TUE	WED	THU	FRI
1st Period	8:00 - 8:55	DI - Rdng	DI - Rdng	DI - Rdng	DI - Rdng	DI - Rdng
2nd Period	9:00 - 9:45	Lang Arts	Lang Arts	Lang Arts	Lang Arts	Lang Arts
3rd Period	9:50 - 10:35	DI - Math	DI - Math	DI - Math	DI - Math	DI - Math
4th Period	10:40 - 11:25	Math	Math	Math	Math	Math
LUNCH	11:30 - 12:00	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX
5th Period	12:05 - 12:50	Art Hist.	Music Hist.	Art Hist.	Music Hist.	Spanish
6th Period	12:55 - 1:40	PLATO - LA	PLATO - Math	PLATO - LA	PLATO - Math	Spanish
7th Period	1:45 - 2:30	Soc Stu	Soc Stu	Soc Stu	Soc Stu	Soc Stu
8th Period	2:35 - 3:20	Science	Science	Science	Science	Science
BREAK	3:20 - 3:35	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX
9th	3:35 - 4:10	Science Experiments	Geography	Science Experiments	Geography	XXXXXXXXXXXXXXXX
10th	4:15 - 5:00	PE	PE	PE	PE	XXXXXXXXXXXXXXXX

STATEMENT

DATE _____

BARTLETT'S HOUSE MOVING
2438 Hwy 1 South Rd. • Ph. 829-2204 or 829-2221
Marvell, AR 72366

To Whom it May Concern

~~E Eddie Bartlett of Bartlett~~
House Moving Sold Rose Nelson
two Fifth Blum Class Rooms a
26 X 56 and a 32 X 56
She Paid in Full for Both
Building when they were Delivered
Bartlett's House Moving
E Eddie Bartlett

1 P 573-0007

or way line to the Point of beginning.

And:

That part of Lot Numbered Two (2) of the Hanley and Biscoe Division of the City of Helena, Phillips County, Arkansas, as described in Warranty Deed recorded at Record Book 603, Page 767, Official Records of Phillips County, Arkansas, described as follows:

Commencing at the intersection of the South line of Elm Street with the East line of Columbia Street run thence Southwesterly along the East line of Columbia Street 100 feet to the Southwest corner of the Lot known as the Keeshan Lot, and the point of beginning of the following parcel; thence East along the South line of the said Keeshan Lot 132 feet, thence South 60 feet, thence West parallel with the South line of said Keeshan Lot 132 feet to the East line of Columbia Street, thence North along the East line of Columbia Street to the place of beginning.

The Daily World

Clark Smith, Publisher

417 York St. • P.O. Box 340
Helena, Arkansas 72342-0340
Tel. (870) 338-9181
Fax (870) 338-9184

Invoice # 31906

P. L. Perkins
R. & J's Preschool

BILLING DATE: 9/29/2006
ACCOUNT ID: 9879
PREVIOUS BALANCE:

ACCOUNT ACTIVITY

DATE	INVOICE NO.	DETAILS	CHARGES	PAYMENTS
8/29/2006		2x4 Petition for R & J's Preschool	$72.00	
		[illegible]		
9/5/2006		2x4 Petition for R & J's Preschool	$72.00	
		[illegible]		
9/08/2006		2x4 Petition for R & J's Preschool	No Charge	
8/25/2006		Paid Receipt # 67745		$72.00
9/19/2006		Paid Check # 1600		$72.00
			Totals: $144.00	$144.00
			Please pay this amount:	$0.00

Terms: 30 days
When sending payment, include the invoice number on the check. Thank you

FISCAL AGENT AGREEMENT

This Agreement is made this _4th__ day of September, 2006, between Caring Spirits, Inc., (hereinafter referred to as the "Fiscal Agent") and __ R & J's ABC Preschool for Perkins Academy of Math, Science, and Technology.(hereinafter referred to as the "Sponsored Organization"):

Purpose of Agreement

The Sponsored Organization has proposed that the Fiscal Agent sponsor a project (hereinafter referred to as the "Project") for the sole purpose of making application and managing funds for an open enrollment charter school under a charter authorized by the state Board of Education.

The Fiscal Agent has determined that sponsorship of the Project would be consistent with its goals, and wishes to make arrangements with the Sponsored Organization for the implementation and operation of the Project.

1. The Fiscal Agent hereby agrees to sponsor the Project and the Sponsored Organization agrees to implement and operate the Project, in accordance with the terms of this agreement and with any requirements imposed by the state Board of Education and any other funding organizations not in conflict with the rules and regulations promulgated by the state Board of Education.

2. The Project shall be operated in a manner consistent with the Fiscal Agent's tax-exempt status and as described in this agreement. No material changes in the purposes or activities of the Project shall be made without prior written permission of the Fiscal Agent and in accordance with any requirements imposed by the state Board of Education or any other funding organization, nor shall the Sponsored Organization carry on activities or use funds in any way that jeopardizes the Fiscal Agent's tax-exempt status.

3. The Sponsored Organization shall not, and shall not permit the Project to, attempt to influence legislation or participate or intervene in any political campaign on behalf (or in opposition to) any candidate for public office or otherwise engage in the carrying on of propaganda (within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986).

4. The Sponsored Organization will provide all information and prepare all reports, including interim and final reports, required by the state Board of Education or other funding organizations, with the Fiscal Agent's assistance and final approval.

5. On behalf of the Sponsored Organization, the Fiscal Agent will establish and operate for the use of the Project a designated account ("Account") segregated on the Fiscal Agent's books. All amounts deposited into a Project's Account will be used in its support, less administrative charges, if any, and subject to the conditions set forth below.

6. The Fiscal Agent will disburse funds from the Account in the following manner: as instructed in writing on properly filled-out Fiscal Agent vouchers and accompanied by required documentation and only as authorized by this agreement. Disbursements are restricted to the support and implementation of the Project only.

7. The Sponsored Organization designates __Jacqueline Mills____ to act as authorizing official. The authorizing official shall act as principal coordinator of the Project's daily business with the Fiscal Agent, and shall have authority to sign disbursement requests.

8. The Fiscal Agent and Sponsored Organization will maintain all financial records relating to the Project according to generally accepted accounting principles, retain records as long as required by law, and make records available to auditors as required by law.

9. The Fiscal Agent and the Sponsored Organization will reflect the activities of the Project, to the extent required, on their state and federal government tax returns and financial reports. All disbursements from an Account shall be treated as payments made to or on behalf of the Sponsored Organization to accomplish the purposes of the Project. The Sponsored Organization will provide the Fiscal Agent with proper documentation to accomplish this, including furnishing the Fiscal Agent with the Sponsored Organization's Federal Employer Identification Number.

10. In consideration of the Fiscal Agent's agreement to sponsor the Project, and to cover the Fiscal Agent's expenses in connection with the Project as outlined above, the Project will pay the following fees, charges, and expenses: Sponsored Organization will assume and pay any and all expenses which may be incurred by Fiscal Agent for third party bookkeeping services, postage, photocopying, long distance, and/or preparation of Federal or state tax returns.

11. This agreement will terminate if any of the following events occur:

a. The Fiscal Agent requests the Sponsored Organization to cease activities that it deems might jeopardize its tax-exempt status and the Project fails to comply within a period of ten (10) days;

b. The Sponsored Organization fails to perform or observe any other covenant of this agreement, and this failure remains unremedied fifteen (15) days after notice in writing;

c. Upon expiration of three weeks after either the Sponsored Organization or the Fiscal Agent has given written notice of its intent to terminate the agreement.

d. Upon determination by the Internal Revenue Service that Sponsoring Organization is qualified for 501(c)(3) tax exempt status.

12. In the event this Agreement is terminated, the Fiscal Agent and Sponsored Organization will comply with any termination conditions imposed by the state Board of Education or any other funding organizations.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

Jacqueline R Mills

Sponsored Organization

By: President / CEO, Director
Title

Date: 9-4-06

Caring Spirit, Inc.
Fiscal Agent

By: Marjorie Spruce 09-04-06
Title President

Date:

This agreement is entered into and signed before a notary on 4th day of September, 2006, and shall be considered binding.

STATE OF ARKANSAS

COUNTY OF PHILLIPS

SUBSCRIBED AND SWORN TO BEFORE ME ON THIS 4TH DAY OF SEPTEMBER , 2006.

Mary Ann Watson
MARY ANN WATSON
NOTARY PUBLIC

MY COMMISSION EXPIRES:

OFFICIAL SEAL
MARY ANN WATSON
NOTARY PUBLIC-ARKANSAS
PHILLIPS COUNTY
My Commission Expires 10 - 27 - 2008

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

DEPARTMENT OF THE TREASURY

Date: 16 AUG 1999

THE CARING SPIRIT INC
695 North 9th Street
West Helena, AR. 72390

Employer Identification Number:
71-0821495
DLN:
17053095018009
Contact Person:
ALETHA BOLT ID# 75501
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
DECEMBER 31
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
MARCH 8, 1999
Advance Ruling Period Ends:
DECEMBER 31, 2003
Addendum Applies:
NO

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

THE CARING SPIRIT INC

will no longer treat you as a publicly supported organization. grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization. and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act Also. if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

Contributions to you are deductible by donors beginning March 8, 1999.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally $25,000 or less If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return. Because you will be treated as a public charity for return filing purposes during your entire advance ruling period, you should file Form 990 for each year in your advance ruling period

hat you exceed the $25,000 filing threshold even if your sources of support
:o not satisfy the public support test specified in the heading of this letter.

If a return is required, it must be filed by the 15th day of the fifth
onth after the end of your annual accounting period. A penalty of $20 a day
s charged when a return is filed late, unless there is reasonable cause for
he delay. However, the maximum penalty charged cannot exceed $10,000 or
percent of your gross receipts for the year, whichever is less. For
rganizations with gross receipts exceeding $1,000,000 in any year, the penalty
s $100 per day per return, unless there is reasonable cause for the delay.
he maximum penalty for an organization with gross receipts exceeding
1,000,000 shall not exceed $50,000. This penalty may also be charged if a
eturn is not complete. So, please be sure your return is complete before you
ile it.

You are not required to file federal income tax returns unless you are
ubject to the tax on unrelated business income under section 511 of the Code.
: you are subject to this tax, you must file an income tax return on Form
)0-T, Exempt Organization Business Income Tax Return. In this letter we are
ot determining whether any of your present or proposed activities are unre-
ated trade or business as defined in section 513 of the Code.

The law requires you to make your annual return available for public
spection without charge for three years after the due date of the return.
u are also required to make available for public inspection a copy of your
emption application, any supporting documents and this exemption letter to
y individual who requests such documents in person or in writing. You can
arge only a reasonable fee for reproduction and actual postage costs for the
pied materials. The law does not require you to provide copies of public
spection documents that are made widely available, such as by posting them
the Internet (World Wide Web). You may be liable for a penalty of $20 a day
r each day you do not make these documents available for public inspection
p to a maximum of $10,000 in the case of an annual return).

You need an employer identification number even if you have no employees.
an employer identification number was not entered on your application, we
ll assign a number to you and advise you of it. Please use that number on
returns you file and in all correspondence with the Internal Revenue
vice.

This determination is based on evidence that your funds are dedicated to
purposes listed in section 501(c)(3) of the Code. To assure your continued
mption, you should keep records to show that funds are spent only for those
poses. If you distribute funds to other organizations, your records should
w whether they are exempt under section 501(c)(3). In cases where the
ipient organization is not exempt under section 501(c)(3), you must have
dence that the funds will remain dedicated to the required purposes and that
recipient will use the funds for those purposes.

If you distribute funds to individuals, you should keep case histories

THE CARING SPIRIT INC

showing the recipients' names, addresses, purposes of awards, manner of selection, and relationship (if any) to members, officers, trustees or donors of funds to you, so that you can substantiate upon request by the Internal Revenue Service any and all distributions you made to individuals. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

District Director

Enclosure(s):
Form 872-C

OBJECTIVE 16
Score 5/10

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 sate and federal laws. If the facility does not currently meet these requirements, provide a list of items what will need to be addressed to bring the facility into compliance.

Note: The State Board of Education will not consider an application that does not have an agreement for the use of the building.

Comment: The Department indicates that the inspector stated that the facility is not ADA accessible.

Response: The current facility is used as a daycare and as part of licensing the facility must be ADA accessible. There is currently a ramp on the playground side of the building leading directly from the outside parking lot.

Comment: The Department indicates that the inspector stated that the facility is not suitable for a charter school without ensuring that the added space meets academic standards and the entire facility meets local fire and safety codes.

Response: As stated in the application, the facility used to house the charter school will be a modular building that will comply with all ADA, fire and safety codes. The classroom space will be appropriate for charter school.

The current facility meets all fire and safety codes as required by daycare licensing. The facility undergoes licensing visits monthly and no hazards has been sited.

Comment: The rental agreement doesn't state a period for lease

Response: The facility owner will make facility lease contingent upon approval of charter for the entire existence of the charter.

Comment: There is an indication that a 7400 gymnasium will be built within three years.

Response: The charter concurs with the comments concerning the gymnasium. At the appropriate time, the issue and budget will be reviewed. The funds for this project are not available.

Comment: Can charter make provisions and accommodations for students who bring their lunch? Can Charter purchase a refrigerator or microwave and have it available for students and staff?

Response: While the Charter appreciates this concern, the refrigerator and microwave will be budgeted into the Special Nutrition program. However, until the charter becomes a part of this program or the budget allows this expenditure to be discussed in a regular business meeting, this service will not be offered.

OBJECTIVE 18
Score 2/10

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

Comment: Issue not addressed in application

Response: Please note that this was an oversight. I apologize for not answering this question. The parents will be involved throughout the year with hands-on experiences with their child's education. The parents will engage in parent-teacher conferences. They will volunteer. In the event that parents are unable to attend school functions or meet scheduled conferences, the classroom teacher will be paired with a social worker or counselor and they will engage in home-visits. The teachers will have constant contact with the school and their child's teacher. The teachers will be available for conferences during prep and before and after school. Parents will have access to a parent center and

will take part in workshops designed to help them to help their child through the educational process. Parents will be encouraged to participate on advisory committees.

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-4 elementary school to be known as Perkins Academy of Math, Science and Technology from the beginning of the application process. The group was lead by an educator currently serving pre-school students in an ABC program. The school founder is a proponent of the KIPP Delta program and wishes to begin preparing students for that school at Perkins.

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, Direct Instruction Math and Reading, 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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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

December 28, 2006

Dr. Valerie L. Tatum
5 Granite Court
Maumelle, AR 72113

Re: Notice of State Board Meeting - New Date and Time
Covenant Keepers Academy

Dear Dr. Tatum:

I am writing to inform you that the consideration your charter application will continue at the State Board's meeting of January 17, 2007. The meeting will begin at 8:30 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

In accordance with the motion adopted by the State Board of Education at its December 11 meeting, please submit the following information for review:

- Size of the facility proposed to be leased to house the school, proposed lease agreement and status of repairs needed to make facility suitable and code compliant for use as a school; and
- The status of City of Fire Development Inc.'s application for Section 501(c)(3) status with the Internal Revenue Service.

Due to the change in the Board meeting, this information MUST be received in this office NO LATER THAN 4:30 p.m. on January 4, 2007 in order that the information may be transmitted to the State Board.

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

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

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

Covenant Keepers Academy for College Bound Students

Responses from December 11, 2007 SBE Hearing

Information submitted for review

1. We are currently working with the Hathaway Group in securing land at the corner of 65th and University. This location would allow easy access from the surrounding highways, as well as University Avenue. This property would allow us to expand the charter school as the need becomes available, rather than moving into space too large for us, which was a concern of the State Board of Education. If more information is needed, please call Mr. Stuart Mackey (663-5400) our realtor. We have also contacted Darren Wiggins (910-260-0038) "M/Space" Modular Buildings. He is in the process of securing bids and tentative facility configurations that will accommodate 200 students on-site. More information will be submitted during the hearing on January 17th. We are closely looking at all options that are available to ensure the success of our charter school and to preserve balance in our budget.

2. Trisha Dinser (866-734-2235) with Taxpayers Advocates (31-07441) has contacted the Internal Revenue Service and has asked that our 501-C3 information be expedited. The information is under review and Jack Neitzel (916-974-5160) is diligently working on the case. A letter of approval should be given soon. More information regarding the 501-C3 status will be submitted during the hearing.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

December 28, 2006

Dr. Reginald J. Hampton
1714 Broadway
Little Rock, AR 72206

Re: Notice of State Board Meeting - New Date and Time
Learning for Life Academy

Dear Dr. Hampton:

I am writing to inform you that your hearing in front of the State Board of Education concerning your charter application will be continued at the State Board's meeting of January 17, 2007. The meeting will begin at 8:30 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

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.

In accordance with the motion adopted by the State Board at its December 11 meeting, please submit the following information for review:

- Specifics as to the type of facilities to be used for the school, and when such can be inspected by the Division of Public School Academic Facilities and Transportation;
- Your relationship with the owner of the land upon which the school facilities will be housed, and a copy of any lease or purchase agreements for the land; and
- The status of Education Consortia, Inc.'s application for Section 501(c)(3) status with the Internal Revenue Service.

Due to the change in the date of the Board meeting, this information MUST be received in this office NO LATER THAN 4:30 p.m. on January 4, 2007, in order that the information may be transmitted to the State Board.

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

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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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

December 29, 2006

Scott Smith, General Counsel
Arkansas Dept of Education
4 State Capitol Mall
Little Rock, AR 72201-1071

RE: Information for Review
Notice of State Board Haring
Learning for Life Academy

Dear General Counsel Smith:

The following answers are in accord with your request for information to be transmitted to the State Board of Education relative to Learning for Life Academy Charter School Application.

I. The facilities to be used for the school will be new facilities constructed with the approval of the State Board of Education. The site was visited approximately two (2) months ago, and was deemed a good site for a school of our choosen. Mr. Frederick Cashaw was the visiting State Education Representative.

II. I am the sole owner of the property located at 401 W. Roosevelt Road which is property where the Learning for Life Academy will be housed. The school building will be constructed according to the Division of Public School Academy Facilities and Transportation. Mr. Frederick Cashaw area project manager has visited the site and will work with our contractor to make sure it will pass inspection. I will finance the building of the school and lease it to Learning for Life Academy which will total 2000 squar feet.

Upon approval of Learning for Life Academy Charter, I will at the pleasure of the State Board of Education resign or become a non-voting board member of Learning for Life Academy.

I have asked Mr. Toney Curtis, owner of Toney Curtis Reality a firm that specializes in mid-town property and Attorney Haywood Battle a board member of Learning for Life Academy to negotiate the terms of a five (5) year lease with options to renew that does not exceed Learning for Life Academy budget.

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DEC 29 2006
DEPARTMENT OF EDUCATIO
GENERAL DIVISION

Once this lease is drawn up I am asking that it would be subject to review by the State Attorneys General for his opinion. It is to be noted that we submitted a lease agreement that the State Board asked to be clarified. The above are the steps to be taken in this process of clarification. The lease will be drawn up by Attorney Battle and Toney Curtis and the new board chair person (hopefully is the clarification necessary).

III. With regards to the status of Learning for Life Academy 501 C-3 after contacting our consulting firm Hill and Associates, Inc. out of the state of Georgia, who prepared our application for the 501 C-3 informed me that the Internal Revenue Department was installing a new system regarding 501 C-3 applications that would not be in operation until December 28, 2006. Until this date they were manually processing the applications. He was assured by the IRS that processing applications after December 28, 2006 would proceed rabidly. We are hopeful that we will have our 501 C-3 in early January 2007.

Respectively Submitted,

R. J. Hampton

Dr. R.. J. Hampton, Board Chair
Learning for Life Academy

cc: Mary Ann Brown, Charter School Unit Leader

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ATTORNEY'S OFFICE

DEC 29 2006

DEPARTMENT OF EDUCATION
GENERAL DIVISION

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JAN 04 2007
CHARTER SCHOOL OFFICE

December 28, 2006

NWA Academy of Fine Arts
2708 Kathy Lane
Rogers, AR 72758

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COMMISSIONER'S OFFICE
JAN 3 - 2007
DEPARTMENT OF EDUCATION

Dr. T. Kenneth James, Commissioner
4 State Capitol Mall
Little Rock, AR 72201-1071

Re: Clarification and requested information regarding NWA Academy of Fine Arts State Board Hearing

Dear Dr. James:

As requested by Scott Smith, General Counsel for the Dept. of Education, we are providing clarification on 3 issues raised at our initial hearing with the State Board of Education regarding our charter application.

In all of our information submitted, we have been asked to be brief which caused us some frustration as large sections of our initial responses had to be replaced with "for further information refer to…" We were also attempting to follow protocol as is customary when an individual who has done extensive research on an issue comes before the state board and makes a recommendation, often it is taken on faith that it is the best course of action. We were wrong in making these statements and simply should have left in the additional pages of information in our responses.

Our sincerest apologies are extended if offense was taken. We wanted to give much more information than we were allowed to give and appreciate the opportunity to clarify the information to make it as easy to understand as possible.

1. Facility usage and lease agreement
   a. Immanuel Baptist Church currently owns the facility on Poplar Street where we hope to house the NWA Academy of Fine Arts. BCCSO Inc, the 501-c-3 made an offer to purchase the facility and that offer was accepted. The church is building a new campus and is not interested in leasing, they only want to sell. We have leased a building in the past where one of the landlords raised the rent after our initial 3 year contract expired and we could no longer afford to stay. We had to leave the playground, landscaping, improvements, murals, dance studio and everything that parents and teachers had worked so hard to do to make the buildings into a beautiful fine arts school. Much of the work had been

done by volunteers, parents and Eagle Scouts and we determined that leasing a building would not be a wise course unless the landlord was tied to the school in some way. BCCSO Inc. then purchased a campus to move BCSA to and everyone has again put a great deal of work into renovating and building into another fine arts elementary and middle school.

BCCSO Inc. holds the charter for BCSA and the pays the mortgage on the campus. In order to comply with state rules and regulations, the 501-c-3 takes on the debt for the school and leases the building back to the school. Should the school lose its charter, the items that were purchased with state funds would be the property of the state, the facility would revert back to bank ownership if the mortgage is not paid. Benton County Charter School Org. Inc., the 501-c-3, has no budget except the small amount that has been raised from fund raisers. The lease payment is exactly the amount due on the mortgage.

When the charter is granted, a loan will be obtained to purchase the IBC building. We will then lease parts of it back to IBC until they are finished building their new campus. They anticipate needing the worship center and some offices for a year. We have a lease with them indicating this time frame and the amount that will be paid to BCCSO Inc in lease payments from IBC. It also states in the lease that when school is open, there will be no religious symbols left from Sunday worship services or church activities. We have also spoken with the Northwest Arkansas Educational Co-op located in Farmington, about moving some or all of their offices including the special needs pre-K program. This would put the co-op in a more central location closer to greater population of schools that use their services. Since this was not something that could be finalized until after the charter was granted, it was not included in our application or mentioned in our responses. We hope you understand how difficult it is to get as much planning done as we can without putting the cart before the horse.

2. Project based learning is a term used to describe an approach being used more and more in schools and classrooms across the country. There are some schools that use this approach exclusively and are organized under the Ed-Visions organization that provides training, coaching, consulting, resources and support. Bill and Melinda Gates have endorsed the approach and gave $11 million dollars to help Ed-Visions open more schools like the Minnesota New Country School in states where there is a great need for school improvement. The research being done on these schools shows through test scores and student achievement that this approach boosts learning and retention and builds skills necessary for the workforce of tomorrow. To fully understand this model you have to close your mind to the way things have been done in traditional public schools and open it to a completely new way of thinking. There is no way to put them side by side and do a comparison. A

better approach is to look at the "fruits" or results from these schools and then investigate how they got there.

Demographics for EdVisions schools:
School size: 123 students
55% males
27% minorities
31% low socio-economic status
20% special education

Test Scores: One study showed that in value-added measures of **standardized test scores** in reading and math the **average gain was 6.3 percentiles and math 8.7 percentiles** over a 2 year period.

ACT Scores: average for EdVisions graduates in **2006 was 23.2** well above the **national average of 21.1**

SAT Scores: The average on reading and math portions of SAT for EdVisions students was **1351** as opposed to **the national average of 1072.**

Graduate Plans: 94% engaged in post secondary education
In 2006, 72% are attending college, 22% are attending trade/technical school, 6% are entering work force or military and 17% earned college credits while in high school.

Hope Study: The Hope Study looked at student development in autonomy, belongingness, positive goal orientation, emotional engagement, psychological adjustment or "HOPE". In 2006, with 1200 students participating, the growth in Hope went from 2.06 to 3.14, on a scale of 1to4, in 2 years. High levels of hope lead to better performance in college, more optimism about life, better health, greater self esteem and happiness.

Picture a student, about 14 years old sitting across the table from you. Ask the student what he enjoys. After a time he starts to open up and talks more and more about his interest and his face becomes animated, he uses his hands to express thoughts, his voice shows inflection and emotion and his ability to focus is heightened.

If an advisor repeated this process 20 times with 20 different students each student's response would be different, but the degree of animation and enthusiasm would be quite similar. They key is taking the time to get to know each student, his/her interests, struggles, strengths and weaknesses. The advisors will work with one group of students through the whole year and may even have that group all through high school. Their expertise will be available to all students, even those who are not in their advisory. Students

will move in and out of groups as the dynamics change, but every student will have an advisor at all times.

In the Ed-Visions, teacher-led model, the student becomes the central focus for everything that goes on in the school. Student needs are paramount and teachers are there to advise, lead, mentor, counsel and guide the learning process. Teachers will actually teach classes called seminars that would be similar to college professor lectures. Students will be encouraged to attend these seminars, through their advisor, and the size of each class will vary according to the subject matter. There are some subjects that will always be covered in seminars as they are difficult to cover in single student projects and all students will be required to attend those seminars. Math courses will be taught at regular times and will tie in with student projects to help students understand the relevance of what they learn and immediately apply that learning in some facet of their project. A community leader, artist or business professional may be invited to present a seminar if the number of students that need the information warrants it.

Projects require students to explore the unknown. A question will lead the students into the world searching for answers and solutions. Knowledge in this context is dynamic. Much knowledge changes over time, which is why the learning process should start at the present and move forward, allowing students to solve problems so they may become self directed learners. If educators want students to be thinkers rather than memorizers, they must embrace this theory: knowledge must be dynamic and allow all students freedom to plan and apply their ideas to solve problems that are relevant to their individual lives.

Students have a great deal of choice in a pure project based school. With that freedom comes a great deal of responsibility and a high level of accountability. There is much research in education that has come to light in the past ten years pertaining to how young people learn best. In the November 2002 edition of *Educational Leadership* there were a number of articles on best practices. A few quotes are included here.

> Utilize local problem-solving through place-based learning. Solve real problems; activate desire to learn through interests.
>
> - Smith

> Create a climate of caring. Have discourses with open-ended questions. Learners will accept responsibility for their own behaviors if they own their own ideas.
>
> - Roberts

> Allow student choice; integrate the curriculum; differentiate (personalize) learning; cultivate self-assessment.

- Brown

Allow students to construct their own learning opportunities; use multiple connections to integrate subjects; allow student voice.

- Findley

Projects have power if topics are based upon the learner's interests as well as the curriculum and standards. Arrange opportunities for students to do field work. Have a culminating event, such as presentations of student work.

- Curtis

Renate and Geoffrey Caine (1997) also have written extensively on brain learning principles. They identified three principles – creating a state of "relaxed alertness," curriculum and activities ought to be built around "orchestrated immersion," and "active processing" ought to be realized whenever possible. With these principles in place, a school would have individualized learning plans for all learners, integrate the curriculum, and create processes for project-based learning. Students would not only learn facts, but their context and application to the real world. Higher order thinking skills would be stressed as opposed to learning only the facts. Finally, when a project is complete, it will be judged by advisors, professionals, peers and parents before credit is awarded.

The state and national standards combined with student interests would guide the project-based learning process. Finding ways to solve community problems or address social issues infuses ownership in the school and community. Students become actively involved in making their community a better place. They take greater care of their school and are less likely to cause problems or damage property when they are vested in their community.

Educator Joseph Schwab stated in his essay "Learning Communities" published in *Center Magazine* (1972) "Without the life of the mind, community lack intellectual purpose; without community, academic work lacks meaning. The fusion of both can create the 'humanities' in the double sense of the word – the marriage of head and heart in human fellowship that produces true education."

The French Revolution slogan provides a remarkable model for education:

Liberte' – liberty
Egalite' – equality
Fraternite' – community

<u>Liberty:</u> democracy means there is liberty – freedom to make choices – PBL is all about individual choices

Equality: equal opportunity for students and parents to make the choice to attend a school that meets their needs – it also reflects on the consequences of choices – what if one person's choice interferes with another's choice – what happens next brings us to the last element of Fraternity'

Community: when the choices of individuals result in conflict, a community process becomes the means to resolve the conflict – we must talk and practice social democracy

NWA Academy of Fine Arts will utilize the restorative democratic approach to student discipline.

Researchers have identified benefits to Project-Based Learning and the most striking was student's leadership skills. We aspire to create life long learners and one way we do this is by opening classroom doors and turning the world into a classroom.

3. The FDA food program is a great program and one whose goal of ensuring that students are offered a wholesome and well rounded meal is one we support. Unfortunately, the kitchen in the facility we are planning to purchase does not meet code and food cannot be prepared there for our school. Until the time comes when we can bring the kitchen up to code, we will provide meals that meet the FDA Food Program guidelines, in a manner that does not violate confidentiality regulations, at no cost to students who need that assistance.

We enthusiastically embrace the challenge of opening a high school that is very different than any other school in the Southern states and hope that you now have a higher comfort level regarding our proposal. It is our most sincere desire to reach out to those students, who for one reason or another, feel disenfranchised or have left public schooling for home schooling. We know that even the most disengaged student can become engaged and successful if their passion for learning can be re-ignited.

We want to serve all students who might benefit from our program, but we have an enrollment cap. We have come up with a solution. We will enroll 250 students regardless of what school they come from, who their parents are or if they have siblings in the school. We would like to ask, as a compromise, in an effort to bring great teachers and board members to NWA AFA, that if the

school is full, we can go above the 250 enrollment cap to allow a board member's child, a teacher's child or a sibling into the school. Historically, the number of students who fall into this category is less than 2%. We feel like this compromise would satisfy legal requirements and still let us serve families in the best way possible, by allowing parents to bring their child to school with them and letting siblings attend school together and let board members bring their children to work with them, even though they do not get compensated for their work.

If our clarifications did not bring enough of a comfort level, we would welcome the opportunity to again speak with you regarding our plans for the NWA Academy of Fine Arts.

Sincerely,

Mechel Wall

Mechel Wall
President BCCSO Inc.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

December 28, 2006

Ms. Mechel Wall
2708 Kathy Lane
Rogers, AR 72758

Re: Notice of State Board Meeting - New Date and Time
Northwest Arkansas Academy of Fine Arts

Dear Ms. Wall:

Your hearing in front of the State Board of Education concerning your charter application will be continued at the State Board's meeting of January 17, 2007. The meeting will begin at 8:30 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

In accordance with the motion adopted by the State Board at its December 11 meeting, please submit the following information for review:

- Facilities usage and lease agreement;
- Project-based approach to learning; and
- Specifics of implementation of food service program.

Due to the change in the date of the Board meeting, this information MUST be received in this office NO LATER THAN 4:30 p.m. on January 4, 2007, in order that the information may be transmitted to the State Board.

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

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

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 Mike Van Dyke, Pea Ridge School District
Superintendent Curtis Spann, Gravette School District
Superintendent Ken Ramey, Siloam Springs School District
Superintendent Jim Rollins, Springdale School District

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

December 28, 2006

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

Re: Notice of State Board Meeting - New Date and Time
School of Excellence

Dear Ms. Wilson:

Your hearing in front of the State Board of Education concerning your charter application will be continued at the State Board's meeting of January 17, 2007. The meeting will begin at 8:30 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

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

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MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

cc: Mary Ann Brown, Charter Schools Unit Leader
Superintendent Tom Wilson, DeWitt School District
Superintendent Dr. Barbara Wood, McGehee School District
Superintendent Tom Cox, Dumas School District
Superintendent Laura Bednar, Stuttgart School District
Superintendent Ulicious Reed, Marvell School District
Superintendent George LaFargue, Clarendon School District
Superintendent Danny Hazelwood, Hazen School District
Superintendent Sherry Holliman, Carlisle School District
Superintendent Thomas Gathen, Dollarway School District
Superintendent Rhonda Mullikin, Star City School District